

# THE SCHOOL JOURNAL.

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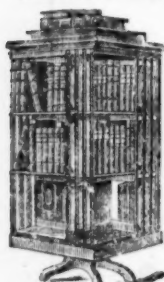
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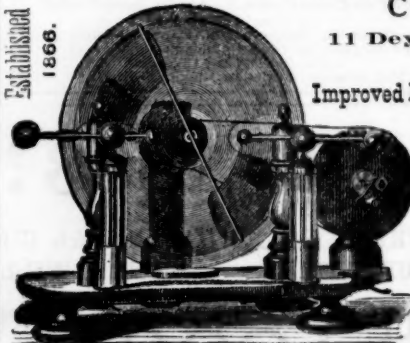
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New York, October 14, 1882.

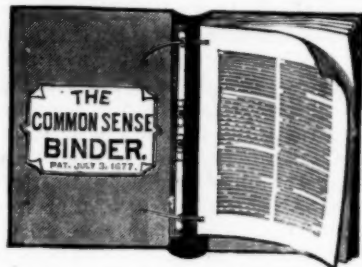
### THE OCTOBER NUMBER OF THE

## Scholar's Companion

is full of fresh, interesting reading. The story of "Johnny and Billy" is illustrated by the frontispiece. With that the stories of this number are "Patch," "Kerim and the Carot," a Persian tale, "Grandma's True Story," by Leoline Waterman, and "What Came of a Sprained Ankle." J. Fulsom has an article on the ascension of the first balloon, and J. H. B. gives a pretty little account of "A Vacation in the Country." There are two biographical sketches, one of Dr. Somerville, and another of Bancroft, the historian. Two bright dialogues come in this number; "Famous Battles" tells us of how Agincourt was won; and in the last paper on the "Lake Poets" brief sketches are given of Lloyd Wilson, and Mrs. Hemans. Beside these there are ever and ever so many shorter pieces, but best of all is the announcement of the ART PRIZES. The "LETTER-BOX" is teeming with news from the lively little correspondents all over the country. Several enigmas are given and many questions are asked and answered in the "SCHOOL-ROOM," and new ones are given out. All the departments are in working order. This number is just such an one as should be ready for the Golden Month. Only 50 cents a year.

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heavy board, bound in cloth of a pretty dark olive-green color, with neat gold lettering on the side. Most papers charge \$1.50 for them. We will send one, postpaid, to any subscriber for \$1.25.

THERE is a growing tendency to bring the outside world into the school-room. The best teachers draw the pupils' attention to the great events of the day.

WE hope that all of our readers have viewed the brilliant comet now in the East. At about half-past four in the morning it is best seen; it is there so conspicuous as to excite astonishment in the beholder.

THE import duty on books is now twenty-five per cent, except schools, libraries, etc. This we regard as a tax on knowledge, and as a hindrance to the spread of education. On this ground we favor the removal of the import duty.

"I EARNESTLY desire to let in the light here," writes one of our subscribers in North Carolina. It is a golden sentence! Would that every teacher felt like that! He does not mean that he is going to stop with hearing recitations; he intends to diffuse educational light among the people: they need it in every place; the work is only begun.

WE desired to know if our educational notes and extracts from letters were wanted. We have been threatened with dire penalties if we suspend them. Of course we shall continue them. We take a good deal of pains to collect news that we deem valuable—news that has some point to it, and we want it to be read. It seems to be.

WE publish this paper for the good of our subscribers. It is dedicated to the work of enlightening and improving the teacher. We need to know what is in the minds of our subscribers; we desire to know their wants. On what particular point do you desire instruction? Write to us. As a rule we withhold the names of correspondents, so none need fear to write.

THOSE who think that women are incapable of voting intelligently would do well to take note that there is scarcely a leading paper without a lady editorial writer. The Chicago Signal, the Western organ of the W.C.T.U., is edited with ability by Mrs. Mary B. Wil-

lard; Our Union, at New York, by Mrs. Winslow; Our Herald, Lafayette, Ind., by Mrs. Helen M. Gougar; Our State Union, at Flint, Mich., by Miss S. A. Rulison. These are illustrations of woman's ability to discuss affairs relating to questions directly affecting the needs of humanity.

A MOVEMENT has begun in this city to remodel the Course of Study, which looks promising. The public complain that it is too oppressive—causing too much mental strain on the pupils. The true plan to pursue is to make the Course elastic; let mathematics, language and science be fixed, but like the rest, be optional; the judgment of the principal and teachers determining whether a study shall be pursued or not. Let it be understood at the outset that the judgment of the principals of the public schools of this city counts for something.

THE Board of Education has just raised the salary of Thomas Hunter, President of the Normal College of this city, to \$7,500. This is just, for the position is one requiring most arduous labor. We rejoice that an educational man can receive so good a salary. Shall we astonish any one if we say that in proportion to the labor, the pay is small? We really think so.

The civil district Justice of this city receives \$6,000 and hold court two or three days per week, and about two hours at that. They practice law the rest of the time and make as much more. The Police Justices get \$8,000; the Supreme Court Judges get \$17,500; the others get \$15,000. Consider the grade of talent and the salary, and then say if the principals of our schools ought not to receive a better salary.

THERE are to be found in each number of this paper some of the most precious utterances of Pestalozzi, Froebel, Basedow, Comenius, Rotichios, Bacon, Locke, Rousseau and others; masters in the science of education. Some will pass these sentences by with no thought at all except that they are not easy to be understood. But you thus do yourselves a wrong. What if your pupils should do the same thing with their hard sentences. What if they never studied once the meaning of a statement. They could never be educated, of course. So that we urge all to think over the sayings of the masters.

See how the lawyer ponders on the deep sentences of Blackstone, Kent and Story; such pondering gives force to his mind. And let it be added, deep thoughts cannot be made entirely transparent in words—there must be close study given by those who would grow intellectually.

THE teacher who would do the most for his pupils will find it profitable to keep a memorandum book in which to enter under several heads those things he believes will be helpful.

1. Things to be tried—and if found good, adopted. Under this heading, he will jot down any seemingly good plan about which he heard or read, that referred to teachers'

meetings, reviews, roll of honor, incentives, examination, etc.

2. *Things to be changed*—when a better way is found. Under this heading he will note any defect or hinderance to the school's prosperity; as, for instance, impoliteness, —'s class too unruly, lack of promptness, low morals, etc.

3. *Things to be avoided*. Under this heading he will write such items as: Jealousy between classes, too much singing, too much levity, etc.

4. *Things to be sought for*. Under this heading he will record: A larger attendance, deeper interest, presence of the parents, more thorough preparation of lessons, etc.

SCHOOL houses are less expensive than rebellions.

THE children of to-day will be the architects of our country's destiny in 1900.

It is to me a perpetual wonder that any child's love of knowledge survives the outrages of the school house.

THAT man will be a benefactor of his race who shall teach us how to manage rightly the first years of a child's education.

AT present, the most valuable gift which can be bestowed on women is something to do, which they can do, well and worthily, and thereby maintain themselves.

ONE-HALF of the time which is now almost wholly wasted, in district schools, on English grammar, attempted at too early an age, would be sufficient to teach our children to love the republic, and to become its loyal and life-long supporters.—GARFIELD.

SOME teachers arrange a series of "talks" from citizens of the town on Friday afternoons. These are not to be over ten minutes, and are interspersed with music, and generally arouse interest. They can be made powerful by having state lectures delivered.

TEACHERS who wish to use ingenious incentives that cannot possibly injure the moral tone of the school will be glad to know that, E. L. Kellogg & Co., are soon to issue a little treatise on this subject. They invite correspondence as they have what will prove of signal aid.

THIS generation is beginning to understand that education should not be forever divorced from industry; that the highest results can be reached only when science guides the hand of labor. With what eagerness and alacrity is industry seizing every truth of science and putting it in harness.

A NATION's advancement depends upon its teachers. To make true progress each generation must give to the next something which it did not receive, but itself discovered or originated, and added to the common hereditary store. This then is the duty of the teacher toward the world, to help his generation to take a step higher in the scale of civilization.—*The Teacher*.

WHEN I look back and ask myself what I have offered peculiarly for the cause of human instruction, I find that I have established the highest, most advanced principles of instruction in the recognition of *instruction* as the absolute foundation of all knowledge and setting aside all single doctrines, have endeavored to find the essence of teaching itself and the ultimate form by which the culture of our race must be determined as by nature itself.—PESTALOZZI.

The constant contact with childish minds, which the teacher's work necessarily involves, gradually causes a deterioration of intellect; his opinions are never questioned; he is constantly the wisest and smartest in his circle; there is nothing for him to aspire to. The teacher should seek an antidote in some form of intellectual activity outside of the school-room. If he does not; if he is contented to

go on with the acquirements he has, he is sure to die; if he does not feel the need of going forward and knowing more each day, he is already dead.

THERE is a general impression that good teachers ought to be employed in the higher grades, but that young and inexperienced teachers may be employed, at low salaries, for the primary schools. This is a great mistake. The work of the primary schools requires tact and ability of the very highest kind, a thorough knowledge of child nature and the laws of mental growth in its early stages, and wide experience. The best teachers ought to be employed in the highest and lowest grades and these ought to receive the highest salaries. If any inferior or inexperienced teachers must be employed they should be put into the grades between the grammar and primary schools, at a lower salary than is paid the primary teacher. We suggested this plan to several school boards a year ago. They made the change at once and the results are very satisfactory. The school board at Weatherly, Mass., which took the lead in this matter, at present pays the primary teach \$11 a month more salary than some of the teachers in the intermediate grades. Several other boards purpose making the change this coming year.—*Educational Exchange*.

For the SCHOOL JOURNAL.

### LESSONS.

By E. H. SCHUYLER, Summit, N. J.

From a paper read before the Union County, N. J. Teachers' Association.

Perhaps in no part of a teacher's work are more mistakes made, than in the assignment of lessons. To do this justice, the *mental* needs must be known, and the right kind and quantity of mental food must be given. A knowledge of psychology is essential.

Successful teaching is that which works in accordance with the laws of the human mind. And how can we adapt our instruction to those laws, without a knowledge of them? The teacher must acquire this knowledge through a study of them as a study, or through experience in the school-room. The teacher should know the mental food suitable for the child; nor should he give in a day enough for several days, nor urge to excessive effort.

As a rule, and especially with the young, the appetite must exist before the food is placed before the pupil. The child is guided by what he wants to do, not by what he ought to do. The will is weak, the emotions strong. Therefore, present lessons, in their most attractive light at first, yes, *always*; but expect to succeed best with the youngest, by making the attractiveness of the lessons the prominent motive. The will is to be strengthened *gradually*, and finally, work may be required, because it *ought* to be done.

2. The subject studied should be kept prominently in view. The pupil too often loses sight of the subject in the text-book. Use the book as a help, never put it in place of the subject. Let the pupil know that what is in a book is but the expression of what some one thinks or believes.

3. Let us not limit our pupils to a single author. They will soon see that on few or no subjects do men agree on all points. This discovery will lead them to think for themselves; and when a child begins to think for himself in any branch, about all the book can do is to supply material for thought.

4. The teacher's knowledge and skill should *guide* the pupil in acquiring knowledge and skill for himself. We should not do the child's work, but give the child work to do. The knowledge should not be poured from teacher to pupil like water from a pitcher. A pupil may obtain much knowledge in this way without developing much mental power, which, after all, is the real end of education.

In the use of a text-book: a few words about a lesson before it is learned is often of great value in awakening interest, and in guiding a pupil to the consideration of important points. A pupil may learn many facts about a subject without any clear idea of their relations. The teacher from his education is able to point out their connection.

The class should come as to a table spread with good things adapted to their several appetites.

Do examinations serve a good purpose in the development of a child's mind? The habit of daily examining pupils orally upon the work already gone over, will show the teacher where he fails in teaching, and give the pupils clearer views of the facts. The object of such an examination should by no means be for marking the pupil, but for correcting wrong impressions, and making right ones more vivid. Such examinations, or reviews, if you prefer, lead to clear perception.

### THE CHILD.

The activities, capacities and powers of the soul are of a purely receptive kind. The young child hears a fondling voice, looks into a faithful eye, tastes the sweet milk, feels the mothers' breast, the gentle lifting and carrying of the arms and the swinging motion of the cradle. These are sense-impressions or sensations which flow in daily during the short moments of wakefulness.

But the child has not merely sense-impression, which bear the token of individuality; it has sense-intuitions that is a multiplicity of sensations, which are united together into a *unit* by the synthesis of the interior sense.

The sense-impression are the first, the sense-intuitions the second, and the latter mark already a step of the greater powerfulness of life in general, and of the development of sense in particular. But while the animal rises up into the world of sense-impressions and sense-intuitions, the power of the inborn and now greatly moving self-consciousness raises the sense-impression into preception, and thereby raises also, the sense-intuitions into intellectual intuitions. Intellectual intuition is each conscious more distinct perception or unity of several perceptions with an internal summary.

The mind of the child now incessantly works on. He obtains mastery more and more swiftly, and more and more victoriously over the sense-impressions and sense-intuitions; the wealth of perceptions and intellectual intuitions and his self-certainty in them, because even greater; finally the powers of intellectual intuition become IDEAS.

But here comes in the need of a sign, that is, of a word, not as if the word called forth the idea, not as if it were the creator of the idea, but it seems as the seal of the idea as the signature of a mental possession.

Long before the first attempts at speaking, a little hoard of ripening ideas has been formed, and a joy, a rupture accompanies the first efforts to speak; for the child has need of feeling itself and enjoying itself in its self-certainty.—BUSSE.

### THE QUINCY SYSTEM.

The educational movement originating in Quincy, Mass., has already exerted a powerful influence on teaching. The public had been dissatisfied with the results of the schools. Their children had pursued a course of study, yet were unable to read well from the newspaper; to write a letter without errors; to add up accounts quickly and correctly; or as Governor Long put it, "graduates are leaving the schools soaked with lessons, who cannot put a thought into words or a purpose into action."

But what is the "Quincy system"? Col. F. W. Parker says: "The Quincy system, so-called, is an attempt to apply the science of education. It is only an attempt, and compared with what can be done for children in public schools it is far from being a complete success. The results of the work in the Quincy schools mark the transition from the old lifeless text ways of teaching to the living way, which will develop the whole mind and the whole man. The so-called Quincy methods learned and simply imitated would produce a result as poor as methods which we are trying to avoid. Now to answer the question. On the one side is the nature of the mind to be developed, on the other the nature of the subject with which the mind is to be developed. The perfect adaptation in teaching of the subject to the mind is the perfect method. Any book that treats thoughtfully of one or both sides is



the book for the teacher to read. First, study psychology in Porter, Hamilton, Spencer. Master the subject of sense preception before you take any other step. Read Joseph Payne's Lectures on the Science of Education, Lectures on Teaching by J. Fitch, Tate's Philosophy of Education, Garvey's Human Culture, Spencer on Education, and kindred books. Above all, in the school-room ask yourself at every step, "Why do I take this step? Have I a good reason for it? Am I doing this because I was taught so or because my superintendent tells me to do it in this way, or because it is adapted to the nature of the child's mind?"

Many teachers will see while reading this that they have been themselves teaching according to the Quincy methods. Many others—mere routine teachers who teach because they cannot find anything else more profitable to do, and go through a dull routine in the school-room—will see very little meaning in it. There is no place, always excepting the nursery, where one is called on for the active display of so many varieties of talent and ability as in the school-room. There is no person except the mother, who need, to be so capable, so accomplished, so consummate in methods as the teacher. These two, the mother and the teacher, make the scholar, the orator, the statesman, the theologian, the man, the woman. They take the tender, pliable, budding nature and surround it with circumstances best suited to its individual development. For each child has a nature of its own and requires special treatment. As the florist gives to each plant the soil, the warmth, the moisture, the stimulus, the sun, the shade, as he prunes it at one time and at another allows it to flourish in wild luxuriance, so the mother, the teacher, adapts to each child according to its development, to its needs, the special culture and treatment suited to it, changing this from time to time as the child changes.

The object of the Quincy System is to transform the public schools from machines to living organisms, to make growth take the place of drill, to put life and soul into routine, and make the school-room a pleasure-house rather than a weary prison. When a child leaves the Quincy Grammar School he should be able to read well and understandingly at sight ordinary reading, speak the English language correctly, write a letter in a neat, rapid and legible hand, perform any arithmetical problem he would be likely to meet in practical life, and be able to think and reason."

The methods by which this most desirable result is obtained cannot be given in full here, but they may be suggested. The recitation in History is thus conducted: Each pupil writes in the form of a letter to a friend all he knows concerning a certain topic, as, for instance the settlement of Montreal. This is not only an exercise in composition, but in penmanship, orthography, punctuation, capitalizing and letter writing. The mistakes are afterward pointed out and corrected, and the pupil, if apt, soon learns to write page after page correctly at first draft. The pen is used as freely by the student as the tongue in ordinary schools.

The recitation in Geography in the Grammar schools are sometimes thus conducted: A miniature wagon containing sand is wheeled before the class, and the subject of the lesson practically illustrated by what may be called world-building. Suppose the subject is Africa. Teacher and pupils outline the continent, heap up mountains in one place, scoop out valleys in another, draw the lines of the water courses, locate cities, deserts, capes, until the real Africa seems to lie in little before them. They search with Livingston for the sources of the Nile, they push their way with Stanley across the Dark Continent.

The knowledge of the pupil as to the significance of words is aided by "learning at least four lines of choice poetry each week." This exercise seems to improve the pupil in reading and in the use of language in a marked degree. It is also an excellent practice for the cultivation of the memory and a source of much pleasure to the pupil.

In nearly all the Quincy Schools the children sing fifteen minutes each day. "This furnishes a pleasant means of recreation, improves the voice, mate-

rially aids the instructor in the teaching of reading, and what is of far greater importance, is beneficial as an aid in securing to the children health."

A love for reading is fostered by the teacher, who takes some standard book into the school-room and reads from it, and talks about it until "each child is full of enthusiasm concerning it, and all are anxious to read the book at their homes." The principals of the several schools are allowed to select from the town library a certain number of books in proportion to their number of pupils, and keep them for as long a period of time as may be thought necessary.

Daily physical exercises are held in all the Quincy schools under charge of a competent teacher. Special regard is given to the way in which the children stand and walk. Prizes have been given to the best school and also to the best individual gymnasts in some of the schools, thus inducing a healthy rivalry among teachers and children that has resulted in much good.

The demand for Quincy teachers is so great that these pupil-teachers wish for a time to teach in the schools in which they have served their apprenticeship, and find abundant openings when they desire to go elsewhere.

If there is one thing which it is desirable to stamp idelibly on students, it is that of the superior worth of character. They are ready enough to admire power of every sort. They are roused to enthusiasm by intellectual ability, and in particular, by intellectual brilliancy.—PROF. GEO. P. FISHER.

It was proposed in the faculty of Yale College that the honors of the college should be awarded on a basis compounded of scholarship and correct behavior. President Woolsey told the faculty this would have the effect to lower the standard of scholarship, and rather than have this done, he would prefer to plant cannon before the buildings and blow them down.

EVERYTHING according to the ordering and course of nature, for all unnatural and arbitrary teaching is injurious and weakens nature. Let us have everything without contrast and by inward necessity. First the thing itself, then the conception or meaning of the thing. No rule before we have the substance. Rules without substance lead the understanding astray; everything through experiment, minute investigation. No authority is good for any thing, if there is no reason and foundation for it. No rule and no system is to be allowed, which is not radically explained anew, and really founded on proof.—RATICHUS.

I SEE in this man (Fröbel) the future reformer of the education of the little children in their homes. Only in the closest connection with his efforts will it be possible for the female sex to obtain that culture and those means of help of which this whole half of humanity is capable in order to fulfill intellectually their high mission. Fröbel will excite the need for learning by learning; he will not alone develop receptivity according to Pestalozzi, but will develop men directly through productivity. It is not difficult to point out that a reformation in instruction can be easily attained on the ground of its demands, and that one may think of that reformation without meaning total revolution, of which now and then there is foolish talk. Its radical demand, that we must let universal life, and especially the life of nature, influence the child, will very rarely be able to adapt itself to the reality of things. The theory which considers the universe as an organic whole, and man as a member of the whole in all, and which will allow the laws of education to be dictated chiefly by the laws of life, governed Fröbel through and through, governs the present time, and will make its influence felt more and more in the educational field, and if we should find ten times another "conformity to law" of all life as the parson's son of Oberweisback saw it.—LANGE.

REMEMBER that if you pass through this life deceived, there will await you an awful undeceiving in the next world.—SPURGEON.

## THE SCHOOL-ROOM.

### FOR MEMORIZING.

#### THE TARDY BOY.

Five minutes late, and the school is begun;  
What are rules for, if you break every one?  
Just as the scholars are seated and quiet  
You hurry in with disturbance and riot.  
Why did you loiter so long by the way?  
All of the classes are formed for the day;  
Hurry and pack up your reader and slate—  
Room at the foot for the boy that is late.

—M. L. RAYNE.

#### THE THRUSH'S SONG.

So the merry brown thrush sings away in the tree,  
To you and to me, to you and to me;  
And he sings all the day, little girl, little boy,  
"Oh, the world's running over with joy!"

But long it won't be—  
Don't you know? don't you see?  
Unless we are as good as can be!"

#### WHAT A LITTLE CHILD MAY DO.

How many deeds of kindness  
A little child may do,  
Although it has so little strength,  
And little wisdom, too!  
It wants a loving spirit,  
Much more than strength, to prove  
How many things a child may do  
For others, by its love.

#### THE HONEY-BEE'S SONG.

Awake, little mortals!  
No harvest for those  
Who waste their best hours  
In slothful repose.  
Come out—to the morning  
All bright things belong—  
And listen awhile  
To the honey-bee's song,  
Merrily singing,  
Busily winging,  
Industry ever its own reward bringing.

#### EVERY DAY.

Little rills make wider streamlets;  
Streamlets swell the river's flow;  
Rivers join the ocean billows,  
Onward, onward as they go.  
Life is made of smallest fragments,  
Shade and sunshine, work and play;  
So may we, with greatest profit,  
Learn a little every day.

#### BE GENTLE.

At school, at home, or on the street,  
Where'er you go, with whom you meet,  
Let pleasant smiles an index be  
To a heart within from mischief free.  
To mother's voice, with willing heart,  
Give earnest heed; act well your part,  
And never from its precepts stray,  
In study, work or healthful play.  
The gentle child who tries to please,  
Who will not quarrel, fret nor tease;  
Who will not say an angry word—  
That child is pleasing to the Lord.

#### THE MILL.

Listen to the water-mill,  
All the livelong day—  
How the creaking of the wheels  
Wears the hours away!  
Languidly the water glides,  
Useless on, and still,  
Never coming back again  
To that water-mill;  
And a proverb haunts my mind  
As the spell is cast—  
The mill will never grind again  
With the water that is passed.  
Take the lesson to yourself,  
Loving heart and true;  
Golden years are passing by,  
Youth is passing too.  
Try to make the best of life,  
Lose no honest way;  
All that you can call your own  
Lies in this to-day.

Power, intellect and strength  
May not, can not last,  
The mill will never grind again  
With the water that has passed.

For the SCHOOL JOURNAL.

### TEACHING PENMANSHIP.

**NEATNESS.**—Both teacher and pupil are inspired to do their best by clean, new books, bright pens and fresh ink. Encourage them not to blot the books. If one should occur, remove it at once by letting a blotter absorb the ink; often, nearly every trace may then be removed by a rubber. Train the children to have a place for their materials, and to form the habit of keeping them in good order. Notice the ways of different ones, and if a pupil has a good habit commend it before the school. Others may follow; and the praise is a reward due the one who has tried.

**IMPROVEMENT.**—Have the materials of fine quality. With beginners, even small hindrances retard progress. Notice the faults of each while writing; sit down beside him and point out the mistakes, the slant of the letters, form, unevenness, etc.; show how they may be overcome. Discourage flourishes with beginners. The faults show more clearly if the writing is plain, and are therefore sooner corrected. Keep constantly on the lookout for cramped hands. Have them write easily, and beauty may then follow with pains. Less writing from a copy-book and more time spent on doing well writing belonging to the general study will make better penmen of the coming generation than we now have.

**STIMULATION.**—At the beginning of the year a general talk with the pupils upon penmanship will arouse them and prove an incentive. Select two books from the past year's work—the best and the poorest; suppress names, but compare them before the class; point out faults and graces. This, judiciously done, may induce the children to feel ambitious to aim at the best. Little as they know it, anything but aiming at the best is tending toward the poorest.

A good plan is, at the beginning of the year, to paste a specimen of each pupil's handwriting in a scrap-book, telling them that at the end of each term another will go below it. When the year is passed this will show how much each has improved. Let the selections be made from some general piece of writing, the best to be had, but neither from the copy book or anything that has been written for that especial purpose. They should never know from what piece of writing the selection will be made. Moreover, do not let them forget the scrap-book. It will keep up the interest.

Children brought into a habit of clean, careful work will have been taught a valuable lesson for life.

For the SCHOOL JOURNAL.

### GOING OUT.

BY J. T. VAN WYCK.

There is often a necessity that pupils should leave the school room; health and comfort often demand it. But how shall we reduce it to a minimum? The plan which I employ is to have a ten minutes recess at the end of every hour. This is advantageous in many ways. It refreshes the scholars, and thus they work with new zeal. Many do not leave the room. But how about the hour? Do they not want to go out then? I hang a key by the door, and when any one goes out he takes it with him. No one can go out when the key is not on the nail. When he returns he signs his name on the slate at my desk, placing opposite to his own name the number of minutes he was out. At the top of the slate is written these words: "I could not wait." I have the scholars understand that when they sign their name, they make the above statement. I try to make them trustworthy by trusting them. The names are seldom signed. This plan requires no machinery.

I would never punish or disgrace one child by rewarding another, for doing or leaving undone what was beyond the power of the first. The whole rewarding or marking system is vicious. Punishment should be reserved for idleness, thoughtlessness and cussedness.

For the SCHOOL JOURNAL.

### DAY AND NIGHT.

PRIMARY CLASS.

**Teacher.** Every twenty-four hours is divided into two periods; what are they called?

**Pupils.** Day and night.

**T.** What makes the day; how do you know it is day?

**P.** Because it is light.

**T.** What makes the night?

**P.** The darkness.

**T.** What makes the light?

**P.** The sun.

**T.** What does the sun do in the morning?

**P.** It rises.

**T.** What does it do at night?

**P.** It sets.

**T.** Where; where it rose?

**P.** No; on the other side. It sets in the west, and rises in the east.

**T.** How is that?

**P.** It moves from east to west.

**T.** That is only what it seems to do. Now, listen. Did you ever ride along in the steam-cars, and, looking out, have it seem as if every thing was moving past you, while you were sitting still?

**P.** Yes, ma'am.

**T.** Well, that is just the way with the earth moving in space. It is the earth that moves, not the sun, but the earth goes so fast that it seems exactly as if it were the sun; but we are sure that it is not. It is the earth going smoothly upon its axis. Did any one of you ever see the axle of a wheel?

**P.** Yes, ma'am.

**T.** What is it?

**P.** It's the thing that goes through the wheel, and which the wheel turns on.

**T.** That is good; that is about like the axis of the earth.

(The teacher should then take the globe and show them the axis and how it turns from right to left.)

**T.** There is no real rod through the earth, but the earth turns exactly as if there were, and this (pointing to the north end of the rod) is called the north pole, and this is called the south pole. (Place the globe so that the end she points to as north is in the proper position with regard to the points of the compass, as understood in that room; the north pole toward the north.)

**T.** Which is the north pole?

**P.** (Answer.)

**T.** Which is the south pole?

**P.** (Answer as before.)

(Now place the globe so the sunlight, or lamp-light, shines strongly on one side, and turn the globe gently, illustrating day and night. This must be done slowly and patiently until they fully understand it.)

**T.** This dark side we will call night, and this place where I put the chalk mark is where we live. Now, as I turn it around do you see the light gradually appear on this side? That makes the morning light, and now it is like sunrise here; now it is noon; now sunset and twilight; now it is night again.

(Have the globe set near the wall or some plain, perpendicular surface, and let the children see the shadow which it throws.)

**T.** This shadow is just such as the earth throws on the sky, so we can see the stars at night. The sunlight is so strong that we cannot see them in the day-time, although they are there just the same. The sun is in the sky just the same on a rainy day as on a pleasant one, only the air is so thick we cannot see it.

**T.** How long does it take the earth to turn all the way round?

**P.** Twenty-four hours.

**T.** Yes, that is right. From twelve o'clock one noon to twelve o'clock the next noon the earth has turned around once, and that makes just twenty-four hours.

(It may be further impressed upon them, by letting one child act as the sun and another the earth. Do not go into the further details of seasons or length of days. Get this fact well settled, and take another time for the remainder.)

For the SCHOOL JOURNAL.

### SCHOOL-ROOM SKETCHES.

BY PAULUS, N. Y. City.

In a visit to one of the up-town schools, the principal related the following incident:

I went into one of the class-rooms on one occasion when the teacher called up one of the pupils and said to me. "I wish you would take him out of my class. I can do nothing with him."

I looked at the little fellow who stood quietly looking down at the floor, and I said "Why, what the matter? Is he so very bad? Don't you think you can do something with him?"

"No! nothing at all. There is nothing good in him. I can't make anything of him. He is all bad."

"What! all bad! Oh, I hope not!" and turning to the boy I said. "Look up at me. This is a very bad report your teacher gives. What shall we do? I think there is something good in you. Now, would like to see some of the good boys."

The teacher called some five or six of them, and they stood up, and told one of them to step forward, which he did. I looked at him, and then at the culprit, and I said. "I think we can find something good in him. He's not all bad."

I looked at the good boy from head to foot. His shoes were dirty and had no "shine" on them. I looked at the little fellow before me, and saw that his shoes were clean, with an attempt at a polish, which struck me as a point. So I said.

"Here's something good right away. Harry is a good boy, but he forgot to clean his shoes. But here's Jimmy, that has his shoes clean. Who cleaned your shoes, Jimmy?"

"I did it myself, sir!"

"Who put it into your head?"

"Nobody, sir. I did it myself."

"Now, then, boys," said I, "here's something good in Jimmy. He's not all bad—not quite so bad. Here's one good thing to start with—I think we can find some more good things. Jimmy, would you rather be a bad boy or a good boy?"

"I'd rather be good, sir!"

"Would you really—now? Stop and think about it. Would you really rather be good boy than bad?"

"Yes, sir."

"Well now, we have two good things. He tries to keep clean, all of himself, and he would rather be good than bad. I think we can try him. Will you try, Jimmy?"

"Yes, sir!"

"Well, then, boys, shall we try Jimmy a little longer, before we put him out of our class?"

To which all the boys and, the teacher answered with a hearty, "Yes sir!" and the little fellow went to his seat with the sympathy of his classmates, and my own.

"By the way," said the Principal, "you know I never want to do anything to make my scholars lose their self-respect. In that reason I never allow my teachers to report a scholar publicly before their classes. I try to keep these things as much between the teachers and myself as possible, and I endeavor to have the scholars feel that they are responsible for their own character and the good character of the class. As the complaint in this case was made in the presence of the whole class, I tried to make the best use of it I could."

"More than a year has passed by, and I do not recollect having had Jimmy under my personal reproof since that time."

I could not help admiring the tact as well as the moral insight of that principal, and I went away from the school and earnestly wishing him a thousand blessings upon his work."

Take a fine needle and wipe it with an oily cloth, then lay it gently upon the surface of some water in a basin. It will float for some time because a quantity of air adheres to the needle sufficient to buoy it up. In this way insects are enabled to walk on the water. Their feet are covered with little fine hairs which inclose a certain amount of air, and as each foot is put down it forms a cup-like depression on the water and displaces air enough to float the insect.



For the SCHOOL JOURNAL.

## LESSONS IN NATURAL HISTORY.

## HIGH SCHOOL.

One of the curiosities of the Island of Tunor, Eastern Archipelago, is described as a species of wild bee, the *Apis dorsata*, which abounds there in great numbers. These bees build the most remarkable and largest honey combs. They are suspended from the loftiest branches of the highest trees. They are semicircular in shape, and often measure three or four feet in diameter. The wax made by these bees is one of the principal exports of the island. They are described as being the most productive of all bees, and without a doubt will be introduced into the largest apiaries of this country before very long.

For the SCHOOL JOURNAL.

## LESSONS IN CHEMISTRY.

## HIGH SCHOOL.

Two years ago at a mine operated near Milton, Cal., water came in and work stopped. They used a large iron bound and iron bailed bucket when the mine was worked; to keep this from falling to pieces during the suspension of operations it was let down into the water. Next season when it was drawn up, behold, what a change! It was copper bound and copper bailed. From this quite an industry has sprung, and the mine has been sustaining itself from ore water ever since. The water contains an acid, which has the property of taking into solution particles of iron, which are put into it, and it has, itself, copper in solution, which it lets go, particle by particle as the iron is picked up. It is a only simple chemical change, but affords quite an industry. This consists of taking bundles of scrap iron and old tin to the mine, where it is thrust into vats of water which has been caught up. The metals are soon changed to copper; the residue of the iron takes the form of a black stream and flows away. To make sure that the metal is thoroughly changed one vat is placed below another down the bank to the river, and, when the water escapes, it has eaten its full of iron and left pay for its meal in genuine copper. This mine might make another profit still if it would get a chemical into the water that would make the iron lay down, which now as a black flood, the water carries down the Stanislaus River.

For the SCHOOL JOURNAL.

## IN THE SCHOOL-ROOM.

BY GEO. D. SHULTZ.

It is necessary to fill the pupil's hands full of work, and yet it is not always easy to do this. My plan is to divide the work into two parts, (1) the school studies, (2) the general work. Under the first come the arithmetic, grammar, etc., etc. Under the second come readings, recitations, dialogues, topic-exercises, compositions, reports of committees, gymnastics, short lectures, reading of journal, the library, museum, general information, etc., etc.

I contrive to have such a press of business that there is no time for mischief. If any one is idle I put some work on him. This operates favorably for the school and for him. I have the school open in the morning at the tap of a bell; at this a designated pupil comes forward and reads the first verse of a selection from the Bible; the school reads the next and so on; then a pupil at the organ gives the key note and all start off in a song, closing with a chant of the Lord's Prayer.

A tap of the bell brings forward a class in reading, all the rest are studying. Then follows reading of the journal of yesterday; if any good has been done it is praised, if evil it is censured. Then comes another class in reading; then follows two short recitations; then a report of a committee on the order of the playground in the afternoon of the day before. The report on the forenoon order was read in the afternoon, then a lesson; then a dialogue; then a lesson on morals; then gymnastics; then recess; then a report on general information, current events, etc. All of this is done mainly by

the scholars. I merely keep them at work. They elect their committees, see to the order, call out the classes, dismiss at recess, report on great events, etc., etc. My desk is in the corner of the room; the platform is occupied by one of the managers, one of which is the president. It is somewhat on the plan of the English government. I explain it to them and they like it. I like it because it gives them something to do with the school. The committee on the order of the playground play, but also see to the order.

**BRIEF HINTS.**—Make your school a subject of study. Think of it as a thing that can be moulded, beautified, magnetized; as something that reflects you; as something that can have your spirit put in it. Think of it as a garden; look to see that all things in it grow beautiful.

2. Give variety to your work. Do not pursue a dull round. Be original; keep the children expecting something. Do not let them feel that they have got to the bottom of your attainments at any time.

3. Be careful about the language you use. Look out for the verbs sit, sat, lay, lie. Use choice language, and teach your pupils to use such language.

4. Become skillful on the blackboard. If you cannot write easily and handsomely on the blackboard "stay in" and practice until you can. Can you draw neatly on the blackboard? You should be able to make neat pictures, it will stimulate and teach the children wonderfully.

## TALKS WITH THE PUPILS.

## ABOUT KINDNESS.

In the first place, a boy or girl who is kind and helpful is twice as happy as one who is not. Try it and see. If you are pleasant to any one which way do you feel, discontented or happy? If you do something that any one likes how do you feel afterward? Why, you have a pleasant sort of notion that you have made a friend, haven't you? Well, now, suppose you know any one dislikes to hear a door slam, and when you go out you slam the door, how then do you feel? Why you think, I don't care; she ought not to mind it; don't you? Do you think you enjoy your play as well, when you are out with your mates, and think of that door? No, I am sure you don't. Suppose you go back and close it quietly again, as soon as you find it has slammed, what is the result? The persons you vexed feel that you did not mean to be unpleasant, or if you did you are sorry; so the annoyance is passed for them, and you can go out and play, being sure you have done one kind thing for that day anyway. Try it; perhaps some of you have already begun to think of yourselves—not first, but last.

## DIARY OF EVENTS.

OCT. 10. Two men were burned to death in Ontario, through a quantity of unslacked lime having produced spontaneous combustion. — The Tariff Commission held a session at Pittsburg, Pa. — Money and other relics have just washed ashore at Manahawkin, N. J., from a vessel wrecked in 1860. — The U. S. training ship Portsmouth arrived at Newport from Madeira. What is a training ship? — Forty-eight new cases of yellow fever at Pensacola. The disease also continues its ravages in the Mexican valleys along the Rio Grande. What is the cause? — The proposed English counsel for the defense of Arabi Pasha will not be allowed; besides, the pleadings will be in Arabic. — There are from thirty to forty fatal cases of cholera daily in the town of Manila. — The Indians at the San Carlos agency, Arizona, seem greatly dissatisfied and commit frequent inroads. — Mr. Devitt in a speech at Wexford, arraigned landlordism as the cause of crime and disorder in Ireland? Is this so? — Sultan Pacha, president of the Egyptian Chamber of Notables is opposed to the maintenance of the joint foreign control. — The U. S. Superior Court re-assembled for the October term. Tell about this.

It is believed that Alexander III. was privately crowned Czar of Russia during his recent visit to Moscow. If this is true it foils the designs of the

Nihilists to prevent his transmitting the crown to his legitimate successors.

Prince Bismarck has just celebrated the twentieth anniversary of his services as the prime minister of Prussia. He found his King harassed by domestic party troubles, and hated by nearly everybody in what was then called Germany. To-day the King is an Emperor, Bismarck a prince and a chancellor, and Germany a great empire of over forty-five million people.

## THE MUSIC LESSON.

**CHARACTERS:** Jeremiah Trombone, Prof. of Music; Tom Roberts, a favorite pupil; Sam Jones, Billy Kelly, Jim Turner, dilatory pupils.

[Enter Trombone and Roberts from different sides; Roberts a little ahead.]

Trombone. (Laying down his hat and cane.) Why, good morning, Master Roberts! You are very prompt. I thought I should be here before you.

Tom. Well, you remember you said you wished to see me for something in particular a half hour before the other boys came.

Trom. Oh, yes; I had forgotten it. Now, Tom, I'll tell you what I want. There are three boys in the lower class that did not know a word of their music lesson yesterday, and I promised them an extra drill this morning.

Tom. Then I may as well go, as I suppose I'll be in the way.

Trom. Oh, no. The fact is I'm engaged at another school this morning, and I want you to give the boys a drill. You are one of the best pupils I have in the class.

Tom. Do you think me capable of teaching the boys? Trom. Entirely so. Now, Tom, give them a good drill. Here (hands a ratan), take this to beat time with, and if they don't sing well, beat them with it. I'll go and send them in from their class-rooms. (Exit.)

Tom. I guess I can beat the boys better than I can beat time. I'm in a pretty fix. Trombone thinks I can teach music, when I don't know "Old Hundred" from "Yankee Doodle." Never mind, I know the boys, and we'll have some fun, anyway. (Enter three boys.) Here they come! Well, boys, I suppose you have come in to finish the lesson in music which you missed yesterday.

Sam. Yes, old Trombone said if we came into the music room, we would find a teacher here; but he didn't say you missed your lesson too. I supposed it was only Jim and Billy and I.

Tom. I didn't miss my lesson. I never miss any. Prof. Trombone wished me to give you a good drill in music.

Billy. You give us a drill? Ha! ha! that's bully.

Jim. So I say. Tom Roberts turned drill-master in music.

S. I suppose we must make our bow, and say Professor Roberts.

Tom. I confess, I think myself it is a little funny for you. Each of you knows more about music than I; but Professor thinks I am smart, you know, and it will be a good get off for you. I'll go to my room and get some music, for I see you have brought none with you. (Exit.)

B. Boys, what shall we do?

S. Play the dickens with Tom, that's what I'll do.

J. Yes, and he'll report us, and then we'll get Hail Columbia. I'm going to behave myself anyway. I know how Old Trombone's ratan feels.

B. Tom Roberts don't know one tune from another.

S. Then we can sing anything we please.

J. Sam, you and I can't sing. Billy will have to do the whole for us.

B. Don't you know any tune, boys?

S. I know the chorus to the "Battle Cry of Freedom."

J. So do I, if somebody else sings it.

B. I'll tell you then, boys, what we'll do. I'll sing a solo and you will come in on the chorus.

S. 'Clare if I know when the chorus comes in.

J. Well, I can come pretty near it.

B. I'll tell you what I'd do. When I get to the end of the solo, I'll snap my fingers and then you come in quick.

S. Good! Then we'll make no mistake.

B. Now, be careful, boys, and do it right.

(Enter Tom with music.)

Tom. Boys, stand in a row and I'll ask you some questions on the rudiments, after which we'll have some singing. (They stand as directed.) Sam Jones, what is music?

S. A noise made by opening your mouth wide and screaming.

Tom. Very good. Billy Kelly, tell me how music is produced.

B. According to Sam's definition, I think it is best produced by the ratan.

Tom. Very well said. Let me try it. (*Hits him on the legs.*)

J. Oh! Oh! I don't like that way to produce music nor the music either. I thought you were going to teach the rudiments.

B. I think he is rude enough in his teaching.

Tom. No ruder than you in your answers, sir; but we will proceed. Jim Turner, what is a sharp?

J. Something pointed, like Billy Kelly, for example. He is a sharp boy.

Tom. Very good, sir. I could not answer better myself. Sam, what is a flat?

S. A number of rooms on one floor, sir.

Tom. Excellent! excellent! I think Mr. Trombone will be pleased when I report this lesson. One more question on the rudiments. Which of you can tell me the relation of a sharp to a flat. (*Silence.*) Cannot any of you tell? (*Billy holds up his hand.*) Well, Billy, what do you say?

Tom. What was it?

B. Well, you see they were each holding up the other, and No. 1 says to No. 2, "Careful, Teddy, if you don't see sharp you'll be flat."

Tom. Capital! Nothing could be clearer. Now for singing. Sam, you can sing better than I—suppose you start off.

S. No, I can't sing, but Billy Kelly can.

Tom. Well, let Billy begin then. What will you sing?

B. Well, I suppose you would like something patriotic. I propose that we sing the "Battle Cry of Freedom."

Tom. That's grand. The very song they sang at the Battle of Bunker Hill.

B. Now, boys, be sharp on the chorus. (*Sings.*) "Mary had a little lamb it's fleece was white as snow." (*Snaps his fingers.*)

Boys. "Shouting the Battle Cry of Freedom."

B. "And everywhere that Mary went the lamb was sure to go." (*Snaps.*)

Boys. "Shouting the Battle Cry of Freedom."

Tom. Bravo, boys. I could not excel you. Go on with another verse.

B. "It followed her to school one day, it was against the rule." (*Snaps.*)

Boys. "Shouting the Battle Cry of Freedom."

B. "It made the children laugh and play to see the lamb at school." (*Forgets to snap.*) Why don't you sing?

Boys. Why don't you snap your fingers?

B. Really, Mr. Roberts, you mustn't blame the boys; it was my fault.

Tom. Well, we can't give it up so. Can't you give us another verse?

B. (*Scratching his head.*) Oh, yes, now boys, ready on the snap. (*Sings.*) "And so the teacher turned him out, but still he lingered near." (*Snaps.*)

Boys. "Shouting the Battle Cry of Freedom."

B. "And waited patiently about till Mary did appear."

Boys. "Shouting the Battle Cry of Freedom."

Tom. Splendid, boys, splendid. Old Trombone could not beat it. Come with me, and I will make a splendid report about the music lesson. (*All bow and leave.*)

### EVERY-DAY HEROES.

#### FOR RECITATION.

Oh, yes; and they are all around us;  
And in every walk of life!

Heroes the best that stand the test,  
In many an unmarked strife;

Heroes of home, of shop, of farm,  
And at duty's call alone,

Though unaware of honor's share,  
And by noisy fame unblown.

Oh, yes; they are all around us,  
And to instance their deeds were vain,  
So hidden away in the crowds are they,  
In the paths obscure and plain;  
From those whose chivalry, unesteemed,  
Through a lowly life-time shines,  
To such in the rout whose acts stand out  
For the rest, like starry signs.

And nothing is lost, though hidden,  
That springs from heroic seed;  
In the larger force, and the higher course  
That are shaped from a single deed,  
The environment of a mass of men  
May brighten and spread apace,  
Till the deeds shall throng all paths along,  
To the glory of all the race.—*New York Ledger.*

## EDUCATIONAL NOTES

### NEW YORK CITY.

MR. D. P. LINDSLY, the well-known author of "Taki-grafy," the best short-hand system yet discovered, gives instruction in the art—one hour daily at 252 Broadway, from twelve to 1 o'clock.

MR. Wm. A. Owen, M. D. G. S. 37, says the SCHOOL JOURNAL is recognized as our city paper. It is the duty of the city schools to support it. For four cents a week a teacher can get a constant supply of valuable ideas from the JOURNAL, worth dollars to them.

TONIC-SOL-FA.—Prof. T. F. Seward has classes in the Tonic-Sol-Fa method at the Grand Conservatory, 46 W. 23rd street, every evening. Mr. Seward is the best representative of this method in this country, and is enthusiastically devoting himself to introducing it. It is making steady headway, and is bound to be adopted.

### ELSEWHERE.

OHIO.—Rev. O. J. Waite, of Franklin, N. H., has accepted the presidency of Antioch College.

KANSAS.—The Republican nominee for Supt. of Public Instruction is a lady, M. Belle Ebright.

PHILA.—Judge Alison has been chosen to succeed the late Dr. W. H. Allen as President of Girard College.

VERMONT.—Mrs. Sarah B. Jacobs of Boston, has given \$5,000 to the University of Vermont, for the endowment of five scholarships.

CONN.—A law passed by the last legislature authorizes the town school boards of this State to require instruction upon the evils of intemperance.

AMHERST.—Since the introduction of the system of self-government at this college, the average scholarship is said to be much higher than formerly.

DR. LYON PLAYFAIR, the deputy speaker of the House of Commons, is now on a visit to this country. His scientific attainments are great and varied, especially in chemistry.

OREGON.—The State University is doing excellent work with very little money. Mr. Henry Villard is its chief benefactor, having made large gifts for library, scholarships, etc.

KENTUCKY.—The salaries of white and black teachers in Louisville have at last been equalized, in view of the fact that examinations are passed equally well by the colored teachers, and as good work is done afterward.

NEW HAMPSHIRE.—The Agricultural College at Hanover will admit women pupils at its next term, who will be given a special course of study, including butter and cheese making, and all the various other branches of dairying.

NEW JERSEY.—The regular monthly meeting of the Jersey City teachers' association is held at 3.45 P.M. at the High school, Bay street; meeting days are the third Wednesdays of the month. On Sept. 20th Hon. E. A. Appar, State Supt., made an address.

A PEAL of five bells, given Yale College by Robbins Battell and sister, has been hung in Battell Chapel. The peal is founded on the major triad of G, and comes from Belgium. The heaviest bell weighs 1,475 pounds, and is nearly forty-one inches in diameter.

ST. LOUIS.—Mrs. Mary F. Henderson offered in April last a prize to the pupils of Kirswood Seminary for the best essay upon "Common Sense About Women." These were handed in without names, and the prize proved to be won by a young Cherokee Indian, who has since graduated and gone home to the Territory to live.

TEXAS.—A fine school has been opened at Rhea's Mills, under the charge of L. Lee Dye. He says: "Our purpose is to teach pupils to think—to think independently—to seek truth for truth's sake; and this presupposes the fullest development possible of the thinking powers; also the ability to concentrate the entire energies of the mind on any subject regardless, as it were, of the surroundings." May it succeed, for Texas only needs schools.

ILL.—It appears that it has been decided here that if Christmas, New Years, etc., fall on Sunday, the teacher cannot have the Monday succeeding for holiday unless the trustees give him permission.—There has just been another large school building finished at Galesburg.—A new school house was needed at Streator, and, as the town treasury was empty, Mayor Plumb built a fine one, with \$40,000 at his own cost.

PHILADELPHIA.—Pres. Wm. H. Allen of Girard College died Aug. 29th. All the presidents of that institution have been Christian laymen, the terms of the endowment forbidding clergymen even to enter the college grounds. Dr. Allen was for several years presi-

dent of the American Bible Society, and he was an active worker for the religious and moral development of the eleven hundred orphan boys who form the body of students in the college.

NEW ENGLAND.—The next Semi-Annual Meeting of School Superintendents will be held in the rooms of the School Committee, Mason street, Boston, Friday, Oct. 27, 1882, at 9.15 o'clock. The following subjects will be discussed, "High School Graduation Exercises," by A. P. Stone, Springfield, and H. F. Whittemore, West-boro'; "School Exhibitions," by R. C. Metcalf, Boston; Thomas Tash, Portland, Me.; H. F. Harrington, New Bedford; D. H. Daniels, Brookline, Mass.; A. P. Marble, Worcester; J. G. Edgerly, Fitchburg.

SOUTH AMERICA.—The great current of Italian emigration has been directed to South America, and especially La Plata. In the republic of Uruguay there are now about 450,000 inhabitants, and there land at Montevideo every year about 17,000 Italian emigrants. It is calculated that from 1857 to 1874 more than 450,000 Europeans have landed, and that from 1875 onward the average annual number of emigrants was 40,000. During the last few years Italian emigration to Buenos Ayres amounted to 1,000 persons a week. At Rio Janeiro the official census of 1879 marked the landing of 22,000 emigrants, of whom 9,000 were Italians. Of late years Italian emigration seems tending more toward the United States.

CAMBRIDGE, MASS.—Arthur Gilman of Cambridge, says: The Longfellow Memorial association has been organized in Cambridge to provide a suitable memorial to the poet near his old home. There is a piece of land opposite the house in which he lived which was kept open during Mr. Longfellow's life-time that he might have a free view of the Charles River and the hills beyond. It was in a room looking out upon this favorite scene that he wrote "Excelsior," "The Children's Hour," "Maidenhood" and other poems which have made his name dear to the young, and the association aims to buy the land, lay it out as a garden, build there a memorial to the poet and keep the place, so endeared by association, forever open to the public. The contribution of one dollar or more makes one an honorary member of the association, but in order to give the children throughout America a share in this memorial, the association invites contributions of ten cents. In order that it may be made easier to collect and forward these gifts, teachers and superintendents are requested to act as agents. For every ten such subscriptions a package of ten memorial cards will be mailed to the address of the sender in order to be distributed to the several contributors. The card contains an excellent portrait of Mr. Longfellow, a view of the house in which he lived, and one of his poems in a fac-simile of his handwriting. It is also thought that a package of these cards may sometimes be found an acceptable and appropriate present from teachers to scholars. Contributions should be sent to John Bartlett, treasurer, post office box 1590, Boston, Mass. Single cards will not be sent.

THE PEABODY EDUCATION FUND.—The Trustees of this fund for the advancement of education in the Southern States met Oct. 10, in the Fifth Avenue Hotel. Those present were Hamilton Fish, R. B. Hayes, Chief Justice Waite, Bishop Whipple of Minnesota, Judge Manning, Anthony Drexel, A. H. H. Stuart, William M. Evarts, Col. Theodore Lyman, and J. L. M. Curry. General Agent J. L. M. Curry read a report nearly an hour long. He said that although the administration of the fund has been in operation since 1867, yet the people at the South persist in the impression that the fund is a charity for the poor, and that all schools which comply with the conditions of the fund are entitled to assistance according to the number of pupils taught. The fact is, Mr. Curry said, that the trustees select the schools and localities themselves. Another prevalent error is that the fund is for the benefit of the white race, but aid is given to the colored schools in every Southern State. In South Carolina a superior class of teachers has come to the front. In Alabama four normal schools flourish; State appropriations for schools are liberal. In Mississippi there is an increase in school appropriations over last year of \$100,000. In Louisiana the amount raised directly for public schools is only \$8,798. More money is needed. The distribution of the fund since Oct. 1, 1881, is as follows: Alabama, \$5,075; Arkansas, \$5,075; Florida, \$3,725; Georgia, \$8,590; Louisiana, \$5,900; Mississippi, \$4,275; North Carolina, \$6,485; South Carolina, \$5,375; Tennessee, \$12,800; Texas, \$17,500; Virginia, \$3,294; West Virginia, \$3,300; total, \$80,844. In the fund are some Mississippi bonds which that State had repudiated. The trustees have no encouragement that the bonds will ever be paid.



DEDHAM, MASS.—Supt. Hall published a letter, in answer to one of criticism from Mrs. H. L. T. Wolcott. He says: "I thank you for your plain and pointed letter, published over your own signature in last week's *Transcript*. The school authorities welcome such criticism, evidently intended to help rather than to hinder or annoy. You criticize what we are doing, or seem to be doing or not doing in certain important lines of school work. In the long list of educational problems yet unsolved, there is not one more difficult, not one about which there is such radical difference of opinion among leading educators as this: How shall we teach manners and morals in our public schools? Nearly twenty years' experience in the school-room has taught me that an instructor does not 'exert his best endeavor' when he simply preaches morals to the children, scolds them for their ill-breeding and enforces good manners. Telling 'goody-goody' stories in a 'goody-goody' way is so much time wasted. In this, as in other lines of school work, we learn by experience that 'the shortest way across is the longest way around'; that the indirect method is the best by all odds. What better opportunity can teachers find to teach truthfulness, to form a habit among children of telling the truth, the whole truth and nothing but the truth, than a picture or object lesson given for the purpose of teaching language? Many Dedham teachers are using every day in their school-room, lessons to give positive and pertinent instruction in honesty, temperance, chastity and courage and all those other virtues which are the ornament of society and the basis upon which a republican Constitution is founded. Normal teaching in every branch of study will help us more than anything else to improve our children in morals and manners; for such teaching will develop that self-training faculty which makes the child able to educate himself, physically, intellectually, and morally. Good impulses and purposes working outward from the heart are more potent than all outside influences in the formation of character."

TENN.—The Seventeenth Annual Session of the State Teachers' Association was held at Morristown, August 17 and 18. The first paper was by Rev. C. G. Rankin of Knoxville, upon "Morals and Religion in School." He said that scholars should be taught their responsibility to God, and their duty to man. He spoke of teaching from books and by example; that a teacher should see that lessons were faithfully learned and honestly recited. Col. S. H. Lockett of the University of Tenn., Dr. Wm. A. Smith, Supt. C. S. Douglas, Prof. Will. A. Tate, Prof. J. A. Tate, Supt. W. F. McCarron and Rev. J. S. Hill all entered freely upon a discussion of the subject. The general sentiment was very much in favor of the Bible in the schools. Prof. J. C. Miller in his paper upon "Our Schools," urged that education be made compulsory, thus reaching the poorer class of children. He set forth the need of better teachers and better pay, and the desirability of normal training and institutes. Prof. W. A. Kite spoke of compelling teachers to make better preparation and attend educational meetings. Supt. McCarron thought that better teachers were necessary before any compulsory law was passed. Judge Turner S. Foster highly recommended normal training. Prof. Frank Smith said that County Superintendents should be paid enough to enable them to give more attention to every school in their district.

"Should National Aid be Extended to Public Schools?" was presented by Prof. G. S. W. Crawford, State Supt. of Public Instruction. He spoke of the fearful illiteracy among the lower classes, both white and black, and as a remedy he proposed governmental aid.

Rev. J. S. Hill in a paper on "Teachers' Salaries," said that "the office of the teacher should be worthy the ambition of the most eminent men and women."

Supt. McCarron's paper on the "Neglect of the Plant for the Sake of the Flower," declared that the main object of education should be to make men and women of our boys and girls.

Thursday evening Supt. Douglass spoke very ably upon "Progressive Education," and Col. Lockett delivered a lecture on "Egypt, and the Life of a Christian Family among the Egyptians."

Friday was taken up with practical papers upon "Elocution," by Mrs. Lizzie C. French; "What is a Normal School," by Judge Foster; "Teaching Children to Write," by Prof. Frank Goodman, and with many helpful exchanges of ideas on subjects concerning the welfare of the association and education in the State generally. There were only 43 teachers in attendance!!

## FOREIGN.

JAPAN.—The seventh annual report of the Minister of Education states that there are 23,025 common schools in that country, 16,710 of which are public, the remainder private. There are 107 high schools, and many kindergartens and private schools.

## LETTERS.

We admit as to normal schools, that it is still an open question; and there is dissatisfaction, but it is not general. There may be a trifle less than 1,000 graduates in New York State teaching, but there are also as many more under-graduates teaching every year, who are almost as efficient. There are poor normal teachers, but all admit that they are and should be a superior class of teachers. When teaching becomes a profession, as is law or medicine, and when all public teachers must be normal teachers, then normal schools will be at fixed element in the system, and teachers will receive a just compensation for their labor. I admit that Institutes do very inadequate and superficial work. They fail to make teachers; in fact, they only claim to improve them. Nor am I satisfied with the work and plan of the normal schools. Those who enter the Normal schools are far from being scholars, and because they are to be first educated and then trained as teachers, is not the fault of the normal school, but of the system as a whole.

H. F. W.

(The normal schools are too busy in drilling the pupils in the branches of knowledge. Begin the first day and teach them something about teaching and at the end of six months they will be fitted somewhat to teach. If the pupil don't go on, let the normal school give him a certificate (to be countersigned by the County Supt.) as good for a year. This is what we want of the normal schools. Ed.)

What is the gist of the reform in spelling and why is it not adopted?

F. R.

(Here are five rules and they are being adopted by some.

1. Drop *ue* at the end of words like dialogue, catalogue, where the preceding vowel is short. Thus spell demagog, pedagog, epilog, synagog, etc. Change tongue for tung as it used to be. When the preceding vowel is long, as in prorogue, vogue, disembugue, rogue, retain final letters as at present.

2. Drop final *e* in such words as definite, infinite, favorite, where the preceding vowel is short. Thus spell opposit, preterit, hypocrit, requisit, etc. When the preceding vowel is long, as in polite, finite, invite, unite, etc., retain present form unchanged.

3. Drop final *te* in words like quartette, coquette, cigarette. Thus spell cigaret, roset, epaulet, vedet, gazet, etc.

4. Drop final *me* in words like programme. Thus spell program, oriflam, gram, etc.

5. Change *ph* for *f* in words like phantom, telegraph, phase. Thus spell alfabet, paragraf, filosofy, fonetic, fotograf, etc.

The most sturdy opponents are the teachers. But they can tell the pupils what is proposed if they do not insist on their making the change.—Ed.)

You are doing a good work trying to elevate teaching to its true standard and in educating public opinion to appreciate good teaching. And there is a great work yet to be done in this direction for it is my honest opinion that there is not a single profession, trade or branch of business in which natural ability, thorough preparation, and faithful, conscientious performance of duties, are so little appreciated in general as teaching. At present *political influence, favoritism and old fogyism*, are the ruling powers in our educational system and woe to that man who does not recognize this fact or who has too much manly independence to be influenced thereby. He will soon find that in the profession which should stand at the head of all others he has no prospect of advancing or even continuing unless he degrades himself by "wire pulling" to a degree that would disgust even a political striker. "I could a tale unfold," the "true inwardness" of which is simply astounding. Of course the teachers are to a great extent responsible for this state of things. There are many teachers (?) whose principal qualification is their ability as wire pullers, and there are others who while they wish things were not as they are, have not the courage to be martyrs in the cause of opposing the "ma-

chine" and for the sake of "policy" do that which their consciences cannot justify.

W. G. B.

I like your ideas concerning the educational journal a teacher should take and read. While I believe it is right that we should support our own State journal, if it is worthy, still I believe in the teacher being his own judge in the matter. The best journal is the one he should take, let it come from where it may. Our State is generally considered rather backward in education. This is true in regard to some portions of the State, but, Wheeling, Parkersburg, Moundsville, Fairmont, Morgantown, Piedmont, Crafton and some other towns, have schools that will doubtless compare favorably with those of other states. The most improved methods of instruction are introduced into those schools, and active earnest teachers are hard at work to make these methods successful. True, many of our teachers are not up to the times. Some of them do not take kindly to what they call "new fangled" notions, but this number is becoming less every year and earnest young men and women are taking their places. We have six normal schools in our State and they are doing a great work under the circumstance. We hope soon to vie with even the old "Empire State," not only in our devotion to the cause, but also in our good work in the school-room. God bless the JOURNAL, and may it live forever, fearlessly sowing the good seed it has been sowing for the years past.

F. H. C., Wheeling, W. Va.

Your paper FIRST TEACHING, has helped me very much in my school. I want my school to be one of the best, and as I read in your paper, "teach the children about every day objects," I feel as if I would be glad to, but do not know how to do it in the best way. Now have you or do you know of any book that treats of such articles as salt, coffee, sugar, ink, etc., so that I can use it in my primary school. Do you think that Col. Parker's system of grouping can be carried out in a school of fifty-five, ages of pupils being from five to ten? Enclosed you will find ten cents for "Pretty Stories."

N. E. C., of N. J.

(One of the best is Prof. Sheldon's "Lessons on Objects," price \$1.25 postpaid. We will send it or you can get it of Charles Scribner's Sons, New York. Refer to us. Col. Parker's system of "grouping" can be carried out, but after a school is well classified it can be dispensed with as a regular thing. Your idea of taking hold of new ideas is the right one.—Ed.)

I cannot repress the expression of my high admiration of the JOURNAL. I do not see how teachers who have any real desire to be teachers, can afford to work without its practical hints and illustrations—its hearty and admirable teachings—its invaluable suggestions, and its earnest and living aspirations and inspirations. I once heard a teacher say, "My uncle made a good deal of money in the butcher business, and after this term is over, I will go into the butcher business." I thought that man was undoubtedly already in the butcher business, killing the pupils under his care, how could a man with such an estimate of his work be fitted for the class-room? I began to write to say just this. Why don't teachers give credit for the gems which they plunder from everywhere, for your columns; so that the sweet thoughts and fragments may be traced to the rose-beds and placers of rich jewels whence they glean them, for the guidance and information of your readers. Please give credit, Mr. Editor, in every case you can, and oblige,

W. O. B.

I have just finished reading the paper for Oct., and was so well pleased that I decided to write and tell you, believing that words of praise and encouragement are none too freely expended upon our educational works. I have been a reader for nearly two years. I have been taking from two to four educational works, and cut off some. I missed the INSTITUTE more than any and was obliged to subscribe for it. Now I think I must have RECEPTION DAY, and you will hear from me soon to that effect.

Mrs. ANNIE S. WOOD, Kan.



## EDUCATIONAL MISCELLANY.

## PESTALOZZI'S PRINCIPLES.

In the progress of the time the child not only is daily exercising and strengthening its physical faculties, but it begins also to feel intellectually and morally independent. From observation and memory there is only one step to reflection. Though imperfect, yet this operation is frequently found among the early exercises of the infant mind. The powerful stimulus of inquisitiveness prompts to exertions, which, if successful, or encouraged by others, will lead to a habit of thought.

If we inquire into the cause of the habit of thoughtlessness, which is so frequently complained of, we shall find that there has been a want of judicious encouragement of the first attempts at thought.

Children are troublesome; their questions are of little consequence; they are constantly asking about what they do not understand; they must not have their will; they must learn to be silent.

This reasoning is frequently adopted, and, in consequence, means are found to deter children from the provoking practice of their inquisitiveness.

As soon as the infant has reached a certain age, every object that surrounds him might be made instrumental to the excitement of thought. Your astonishment has been expressed at the success with which mothers who followed my plan, or who had formed a similar one of their own, were constantly employed in awakening, in very young children, the dormant faculties of thought. The keenness with which they followed what was laid before them, the regularity with which they went through their little exercises, has given the conviction, that upon a similar plan it would be easy not only for a mother to educate a few, but for a teacher also to manage a large number of very young children. But I have not now to do with the means which may be best appropriated to the purpose of developing thought. I merely want to point to the fact, that thought will spring up in the infant mind; and that, though neglected, or even misdirected, yet a restless intellectual activity must, sooner or later, enable the child, in more than one respect, to grow *intellectually independent* of others.

But the most important step is that which concerns the affections of the heart.

The infant very soon commences to show by signs, and by its whole conduct, that it is pleased with some persons, and that it entertains a dislike, or rather that it is in fear, of others. In this respect habit and circumstances may do much; but I think it will be generally observed, that an infant will be easily accustomed to the sight and the attentions of those whom it sees frequently and in friendly relation to the mother.

Impressions of this kind are not lost upon children. The friends of the mother soon become those of the infant. An atmosphere of kindness is the most kindred to its own nature. It is unconsciously accustomed to that atmosphere, and from the undisturbed smile, and the clear and cheerful glance of the eye, it is evident that it enjoys it.

The infant, then, learns to love those whom the mother considers with affection. It learns to confide in those to whom the mother shows confidence.

Thus it will go on for some time. But the more the child observes, the more distinct are the impressions produced by the conduct of others.

It will therefore become possible even for a stranger, and one who is a stranger also to the mother, by a certain mode of conduct to gain the affection and the confidence of the child. To obtain them, the first requisite is constancy in the general conduct. It would appear scarcely credible, but it is strictly true, that children are not blind to, and that some children resent the slightest deviation, for instance, from truth. In like manner, bad temper, once indulged, may go a great way to alienate the affection of the child, which can never be gained a second time by flatteries. This fact is certainly astonishing; and it may also be quoted as evidence for the statement, that there

is in the infant a pure sense of the true and the right, which struggles against the constant temptation, arising from the weakness of human nature, to falsehood and depravity.

The child, then, begins to judge for himself, not of things only, but also of men; he acquires an idea of character; he grows, more and more, *morally independent*.

NORTH CAROLINA.—A good deal has been said about the six girls who undertook to walk over the State. They ended the tramp at Laurinburg, Aug. 26th. Since they started they walked, they say, about four hundred miles, and during the long march have crossed mountains and rivers, and have penetrated some of the wildest portions of the State. Much of the time they have slept in the open air in hammocks swung from the trees, the hammocks having canvass spreads over them, in order to protect them from dews and rain. One night, seeing a heavy storm come up, the party had to sleep in a grave-yard, and there they spent the night, sleeping among the headstones. Their leader says that they suffered more tears that night than on any other occasion, although they afterward slept in the mountain fastnesses and were startled by the appearance of a bear lurking about their camp. From the beginning to the end of their long walk they kept what they called their "log book," each member of the party in turn writing in it the record of the day's happenings, impressions of scenery and descriptions of the country through which they passed. Two of the girls made sketches of various points of interest along the route. The most difficult part of their tramp was the ascent of the famous Bald Mountain. The members of the party allege that the only annoyance they had during their journey was from certain officious parties of their own sex who undertook to dissuade them from their project, and called it an immodest proceeding. In order to shun publicity the girls frequently made long detours, so as not to enter the villages and towns along their route, and as they kept their proposed line of march a secret, their whereabouts were never known, and so crowds were avoided. At no time on their journey have they been spoken to rudely or roughly, save by one or two women, who characterized their wandering about the country alone as immodest and unmaidenly. The girls are young, the oldest being twenty-two, and the youngest seventeen. Miss Modoc, the youngest, suffered at first so much from chillblains that it was feared she would have to abandon the undertaking. She is of very slight build, and weighed at starting only ninety-two pounds. She, however, pluckily kept on, and after the first week improved. She is now one of the merriest and most robust of the party.

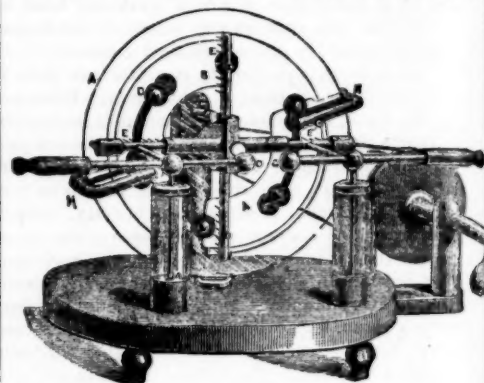
OSCAR WILDE.—When the average American citizen beholds a man with a feminine countenance, extremely long and lank hair, dressed in velvet coat and knee-breeches, with ruffled lace flowing from his sleeves, and antique lace caught together at his throat with a diamond—when he beholds this extraordinary figure leaning in a "stained-glass attitude" upon a desk, and hears him droning forth such sentiments as this: "The loafer and the idler are always ungraceful; the man at work in the dock, at the forge or in the furrows, is often a picture of grace, unconsciously beautiful. Labor ennobles all true workers,"—what else can the American citizen do but smile? Why should a man array himself like that to tell us truths which we have been hearing all our lives from men dressed like their fellows! If this is a serious spectacle, why is the performer in comedy attire?—*N. Y. Tribune.*

It has been shown at Harver that the telephone may be successfully used between ships in the harbor and the town, even in the rough weather.

The soy bean is the nearest to animal food in its composition than any other known vegetable, being rich in fat and in albumenoids. This bean forms an important article of food in China and Japan, where a dozen or more varieties are known. Of late some comparatively successful attempts have been made to acclimatize it in Europe.

## IMPROVED ELECTRICAL MACHINES.

The Holtz electrical machines were such an improvement on the old glass plate machines, that the latter have been laid aside. Only a few feeble sparks could be drawn from them, and in damp weather they failed entirely. The Holtz machine, selling for about \$25, will give sparks five inches in length, and of great force. E. B. Benjamin, No. 4 Barclay street, New York, has on exhibition a new sale machines which have the improvements made by Voss. We give a cut and description. It consists, like the Holtz machine, of two glass disks, of which the larger, A, is stationary, while the other, B, is revolved to a high velocity. To the front face of A are attached two pairs of tinfoil disks, FF, FF',



each pair being connected by a strip of tinfoil and by a second strip to one of the two bent arms, H and H', by which they are connected to a light metallic brush directed toward the front face of the rotating plate.

At the back of A are pasted two paper coatings. To the face of B are attached at equal distances, six disks of tinfoil (one of which is marked D) about an inch in diameter, corresponding in position and size with the tinfoil disks upon the fixed plate. To each of the little tinfoil disks, on the rotating plate and concentric with it, is attached a metallic button of the form of a plano-convex lens, and these buttons, in the revolution of the plate, pass under and are lightly touched by the metallic brushes, FF, which are held by the bent arms, HH', the brushes being so adjusted as only to touch the buttons and not to come in contact with the glass. E, E, are two horizontal collecting combs, insulated from one another, but connected to the two discharge terminals, O and G. In the two cylindrical Leyden Jars the charge is accumulated, and the discharge intensified. By Voss' improvements the number of shocks is nearly trebled with the same number of revolutions, so that it will be seen to be a very valuable instrument.

SALT LAKE.—Four barrels of the water of Great Salt Lake will leave after evaporation nearly a barrel of salt. The lake was discovered in the year 1820, and no outlet has yet been found. For or five large streams empty themselves into it; and the fact of it still retaining its saline properties seems to point to the conclusion that there exists some secret bed of saline deposit over which the waters flow, although the lake may be the residue of an immense sea which once covered the whole of that region, yet by its continuing so salt, with the amount of fresh water poured into it daily, it seems very probable that there is some such deposit. For fifteen years, the lake had been gradually rising, but in 1879 it fell two or three feet—a most unusual occurrence—owing to the exceptionally warm weather. There are no fish in the lake, but myriads of small flies cover its surface. The buoyancy of the water is so great that it is not at all an easy matter to drown in it. The entire length of Salt Lake is eighty-five miles. Compared with the Dead Sea, the Great Salt Lake is longer by forty-three miles and broader by thirty-five miles.

## HORSFORD'S ACID PHOSPHATE.

PLEASANT TO THE TASTE.

Dr. A. L. Hall, Fair Haven, N. Y., says: "Have prescribed it with marked benefit in indigestion and many troubles."



## FOR THE SCHOLARS.

## BANCROFT THE HISTORIAN.

BY JOHN FIELDS.

George Bancroft was born in Massachusetts, in October, 1800. At thirteen years of age he entered Harvard College, where Edward Everett took a great interest in him, and through his influence young Bancroft went to Germany and studied German, French, Italian, and the Oriental languages there at a famous university. And at the age of twenty was made a Ph. D. Think of it! No wonder he was considered promising.

Mr. Bancroft has been engaged for many years on an extensive "History of the United States," which I believe, is lately finished. It is a fine work, written with care and skill, the fruit of a lifetime. The author lives in Washington, D. C., and if you will step inside the wide hall which runs through the house we will go upstairs to the front room, large and square, where Mr. Bancroft writes. There is a great desk in the middle of the room, and leather chairs near. The walls are covered with books. On the table are books, pamphlets, manuscripts, and papers. Mr. Bancroft sits at the desk, with his secretary opposite, who is also busy copying and arranging papers.

The books on the wall are all valuable, and he owns over twelve thousand volumes, and among them are all the noted works in the modern European languages. Besides the printed books, he has a large collection of manuscripts relating to the history of our country.

There are some things that Mr. Bancroft does to which he owes his health and strength, and those are his simple and regular habits. He is moderate in his eating, and takes plenty of out-door exercise, riding and walking. Every day at three o'clock he stops his writing, and is ready to receive or make calls, or for a horse-back ride, which is his favorite way of resting. Thirty miles a day he thinks a fair distance for a ride, or even fifty, if a horse could stand it. He works hard at his recreation as well as his writing, I think.

## A GREAT GAIN.

A patient writes: "My cough is almost gone, and the pain under my left shoulder-blade is better. I can sit up straight with ease and draw deep breaths, and can walk without having palpitation of the heart. I could not do any of these before using Compound Oxygen."

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GLOBES. 44 sizes and styles. Prices reduced. Send for a Catalogue, H. B. Nims & Co., New York.

## "PATCH."

"Mother, I just can't wear this patched coat to school!" said Fred, flinging himself into a chair, and sticking out his feet, while his face was drawn up into an ugly scowl.

"Why, Fred, I am surprised. Only this morning, when you looked at these patches, you gave me a kiss, and told me I was the best mother in the world."

"Y-e-s, so I did;" and, at the pleasant voice of his mother, the boy drew in his feet, and the frown went off his face. "But you don't know how hard it is, most every boy in my class has a new coat, and some brass buttons;" and Fred kicked the poor cat as it was lying in the sunshine.

"Come, come!" spoke up his mother, "this will never do! Your coat is well enough if you will only think so; at any rate, I cannot buy you a new one;" and Mrs. Green put the baby in his arms, and began dishing up the soup for dinner.

Seating himself on a stool, he began talking to the dear little fellow, as he often did when in earnest about things.

"Baby, wouldn't you hate to wear patches? Patches on the elbows, patches on the knees—patches all over! Why, I am almost all patches, and the boys have nicknamed me 'Patch.' I tell you, baby, it is pretty hard; but when I get to be a man, you shan't know what a patch looks like." Here the baby crowded and jumped as though he understood every word.

"Come!" called mamma, "bring baby now: your dinner is ready."

Fred seated himself at the table and waited for his mother; but she took the rocking-chair by the fire, and commenced to sing baby to sleep.

"Mother, aren't you going to take dinner?"

"No, I feel too tired now."

Fred helped himself to a plateful of the delicious soup, but somehow it didn't taste good, and there was a big lump in his throat; and, glancing around at his mother, he saw a sad, troubled look on her face. She had stopped singing, and was stroking baby's hair softly. He couldn't stand it any longer, but, jumping up, ran to her, and hugged her tightly around the neck.

"Mother, don't you look so sorry. I can wear the patches as well as not, and the old coat's real good. I guess it won't kill me if the boys do call me 'Patch'; and Mr. Maxwell said yesterday I learned ever so fast, and he hoped some day you'd be proud of me. But you can't if I don't get over these proud fits, can you? Come now, mother, let's take the soup, and have a good time."

And they did; and how they both enjoyed that dinner! He reached the school-room just as the bell rang, and so got no taunts from the boys then. But at recess, a boy, remembering how easily he had fired him up in the morning, began again calling him "Patch;" but to his surprise Fred laughed, and answered:

"Yes, I suppose that's my name as long as these clothes last. But, boys, I tell you there's some fine work in this old coat, and if I've got to wear it and be called 'Patch,' I'll keep my temper and not give you a chance to call me 'Cross-Patch.'"

By thrusting the ends of green scrub wood—"mallic scrub"—in the fire, and catching in a bark trough the sap driven out at the other end, an Australian supplied himself with water, and saved his life while crossing a waterless region.

During a heavy thunder storm at Lebanon, Pa. recently, a meteor weighing one pound and eleven ounces, fell in the centre of the principal street, appearing like a ball of fire at it struck the ground. It is now in the possession of Dr. Mears.

Ludington, Mich., Feb. 2, 1880.

I have sold Hop Bitters for four years, and there is no medicine that surpasses them for bilious attacks, kidney complaints and many diseases incident to this malarial climate.

H. T. ALEXANDER.

SECRETARY Lincoln's little son was amusing himself the other day by copying the names of the Presidents. Pausing, he looked up from his work, and remarked to his father, "Why, ever so many of the Presidents were named after streets in Chicago."

Millions of packages of the Diamond Dyes have been sold without a single complaint. Everywhere they are the favorite Dyes.

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## AGENTS! AGENTS! AGENTS!

GEN. DODGES' new book, just published, entitled

THIRTY-THREE YEARS AMONG

OUR WILD INDIANS

is the greatest chance ever offered to you. Introduction by GEN. SHERMAN. This superbly illustrated, first-class and thrilling work outells all others 10 to 1, and is the fastest selling book ever published. Agents average 10 to 20 orders a day. 75¢ 10th thousand in press. First-class AGENTS WANTED. Exclusive Territories and Extra Terms given. Send for circulars to A. D. WORTHINGTON & CO., Hartford, Conn.

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An Honest Organ.—The Carpenter Organs have won for themselves a high reputation for durability and fine musical qualities. An organ may be fine in appearance, but unless it is built honestly in every part it will prove unsatisfactory. Mr. Carpenter makes most emphatically an honest organ, and this is, we think, the secret of their popularity.—Youth's Companion, July 6, 1882.

Buy no Organ until you have examined the "Carpenter." Teachers everywhere wanted as correspondents.

For further particulars, send for catalogue—free to every address.

E. P. CARPENTER, Worcester



## BOOK DEPARTMENT.

## NEW BOOKS.

**THE GRAMMAR OF ENGLISH GRAMMARS.** By Gould Brown. New York: William Wood & Co.

This is one of the most remarkable books ever published, and has always excited astonishment that a man should have the courage to publish a volume of over 1,600 pages on the subject of English grammar, shows a remarkable degree of faith in himself. But Gould Brown was a remarkable man. His treatment of the subject of grammar in the volume entitled "Institutes of English Grammar," was so fair, clear and scholastic, that he was accorded the first place among English grammarians. He evidently was fitted by nature to comprehend language, and his devotion to the subject engrossed his whole thought and mind. But the "Institutes" did not exhaust his stock of knowledge, nor could he express himself with that fullness that he required in that volume, because it was designed as a text-book in the schools; so he sat down to put on paper the results of a lifetime of thought on his favorite subject, and thus gave the world the "Grammar of English Grammars." In a general way it may be said that all that can be told about English grammar is here set down in methodical order. But there is still more; the author discusses other grammars, and that not often to their credit. Every author is here quoted, weighed and measured, and many have been rescued from obscurity by his sarcastic pen. The volume is one that will be of great value to the student and the teacher. It settles so many disputed points, and exhibits the structure of the language so clearly, that it becomes indispensable to one who needs to go beyond the ordinary text book. It is, in fact, like the Unabridged Dictionary, needed continually for reference. It has a place that will probably never be filled by any other volume, and having passed through many editions carefully revised, with a full index to important words, it may be considered complete. This volume contains many examples of false syntax, with rules for correction; examples for parsing; questions for examination; exercises for writing; observations relating to structure; decisions; proofs relating to disputed points; methods of analysis; keys to the oral examinations; and finally, four appendixes relating respectively to Orthography, Etymology, Syntax and Prosody.

The volume is confessedly a most valuable one for reference. To the teacher who wants to go beyond the text-book it is indispensable; to the student who wants to see the opinions of other grammarians compared and dissected, it is invaluable.

**PRIMARY HELPS.** By W. N. Hailmann, A. M. Syracuse: C. W. Bardeen. Price, 75 cents.

Professor Hailmann is one of the best exponents of kindergarten principles in this country. He has the spirit of Froebel, is also a practical teacher. It has been his main purpose for years to harmonize all who are engaged in the work, and especially to establish a connection between the kindergarten and the public schools. It makes the principles of Froebel applicable to primary schools. Take, for instance, Chapter IV., on the use of sticks in teaching arithmetic. The general principles here laid down have been applied in many public schools, but the method has never before been thoroughly systematized and perfected. Primary teachers would profit by the careful study of this book; many teachers could use in her school some of the appliances here suggested. It has fifteen full page illustrations of the work described.

**EASY STAR LESSONS.** By Richard A. Proctor. New York: G. P. Putnam's Sons. Price \$2.50.

The mere title page of this book insures its popularity. Mr. Proctor, as a teacher in Astronomy, is already so well known that it were useless to further speak in his praise. The book is one in every way worthy the author. It has all the outward attractiveness possible in the way of plain, beautiful binding, rich paper, excellent print and fine illustrations. In Mr. Proctor's own inimitable

way it is made intensely interesting and instructive from the first page of the introduction to the last plate for December. A freely illustrated lesson is given on the stars for every month in the year arranged in regular order. Constellations, planets and fixed stars are clearly described, and their positions pointed out. No expressions or theories are made use of unless already described. In short we cannot too highly recommend the book to young and old, who know or want to know anything about the science of the heavenly bodies. The information is put in such form that it can be readily remembered, and will form a broad and deep foundation for much after study. One thorough reading of the book will afford a comparatively complete knowledge of the system of astronomy.

**OXFORD'S JUNIOR SPEAKER.** By William Oxford. Philadelphia: E. H. Butler & Co.

This is a smaller volume than the Senior Speaker, and is suited to younger students. It is adapted to boys and girls, comprising carefully selected pieces in prose and poetry; many of the dialogues therein contained have never before been published. A short preface of rules for elocutionary practice is a valuable feature of the work. Like the Senior Speaker it has numerous illustrations, which are suited to the younger class of students. The authors are those of standard name in every case, and beside the dainty little poems there are short description and political selections; in short the book is in every way perfectly fitting to its title.

**ACME SONGS FOR SCHOOLS AND FAMILIES.** By J. C. O. Redington, manager, 317 Broadway, N. Y. Price ten cents.

We have received a 64 page book containing ninety songs, words and music, entitled Acme Songs for Schools and Families. We find it full of solid songs of superior merit—just such songs as are needed for hourly use in the school-room, and in all homes. The book contains a number of fine new songs; an excellent collection of German and English songs, not known in this country; and a few of the familiar songs that the whole nation loves. The songs are gems for the school and family, having been carefully chosen for their practical value. Many important musical suggestions are also made. These are the result of ample experience, the compiler of Acme Songs having been in charge for some time of the vocal culture department of one of the State Normal Schools. The book contains more songs of value for school and family use (some have even the piano accompaniment) than most of the collections selling for fifty cents and upwards.

## MAGAZINES.

*The Magazine of American History* for October, published by A. S. Barnes & Co., has a fine steel engraving of William Penn for frontispiece and a paper by Daniel Williams, entitled "William Penn and the Bi-Centenary of the Founding of Pennsylvania." This number also contains "Thomas Wynne, Chirurgeon," (with Wynne's autograph) by Wharton Dickinson, "The Landing at New-castle," "William Penn's Likeness," (with two portraits of Penn) by J., "Princeton and Ticonderoga—1777," by Wm. Henry Smith, "Original Documents," (upon the Hartford Convention) communicated by the Hon. Geo. Bancroft, and its usual interesting stock of notes, queries, etc.

*Vick's Illustrated Monthly* for October, is a very interesting number. It contains "Farmers' Lawns," "New Fruits," "A Fern Case," "Garden Work" and "A New Heliotrope," which coming from the source

they do are valuable as well as pleasant to read. The information under correspondence and other departments is excellent this month.

The October number of the *Sanitarian* has the continuation of Wm. Paul Gerhard's paper upon "Plumbing Fixtures," which is indeed complete in itself; "New York Tenement Houses, Their Victims and their Tyrants," By George C. Booth, read before the National Association for Sanitary and Rural Improvement, in July, and "Horseback Exercise and Malaria, by J. W. Pinkham, M. D., beside a great deal of other valuable matter upon improvement, investigation, etc., bearing upon the important subject to which this magazine is devoted.

The grave, grown up editor sighs and wishes himself—ty years younger as his eyes fall on the Oct. number of *Our Little Ones*. How very lovely it is! There is a beautifully illustrated article upon the Magnolia, called "The Beautiful Stranger," and another "Afraid of Spiders," and another about "Our Welsh Pointer," and then there's Nellie Garbrant's verses of "The Boy and the Bird," and Aunt Sally's "Six Nice Ducks," and "What Baby Does," and "A Queer Blossom," by M. D. Brien; and "Three Fishers," by Emily Huntington Miller, all in the prettiest kind of verse and all illustrated; and we have not even mentioned the stories; but there are eight of them, and lots more pictures and a pretty little song with words and music. You must get it for yourself, for it's just the things for little boys and girls.

*Church's Musical Visitor*, of Cincinnati, October number has a song "Dreaming," by Milton Wellings, words by E. Oxenford, "Wesa-Galop," by Gustav Michaelio, and "Fanchon Schottische," by J. R. Murray, beside several biographical sketches of musical people and other interesting reading matter.

*Musical Record* for Oct. 7, contains Miss Lindsay's sweet song "Come Unto Me," words by W. H. Belamy.

The *Fashion Courier* for this month has a deal of information upon dress, society and literature. The stories, too, are good.

*The Voice* for October, has two valuable papers on the Del Sarte Philosophy, as well as a number of other articles upon the use and training of the voice.

*Harper's Young People*, Oct. 10, has a most interesting article for young and old in "Climbing Plants," by Mrs. S. B. Herrick. It is well written and illustrated.

The contents of *Our Continent* for this week are "Thora," a poem, by Hjalmar H. Boyesen, "The Old Philadelphia Library," by Louise Stockton, "Dreams," a poem, by Ellen R. London, "Mr. Von Nore's Daughter-in-law," by Harriet Prescott Spofford, "Galatea," a poem, by David S. Foster, "A Chinese Profession," by Almira L. Hayward, "Dust, XXV," by Julian Hawthorne, "The First American," by Chas. C. Abbott, M. D., "Hot Plowshares," XVIII. Albion W. Tourgee, and the various departments always carefully prepared.

The *Scientific American*, Oct. 7, contains a fine illustrated description of the Italian Iron clad "Dandolo."

## NOTES.

Mrs. Fanny Kemble's "Records of a Later Life" has already gone into the second edition.

Mrs. E. R. Shepard has written a special "Physiology for Girls," which will be published this month.

## Brain and Nerve Food. VITALIZED PHOS-PHITES.

It restores the energy lost by Nervousness or Indigestion; relieves lassitude, erratic pains and Neuralgia; refreshes the nerves tired by worry, excitement, or excessive brain fatigue; strengthens a failing memory, and gives renewed vigor in all diseases of Nervous Exhaustion or Debility. It is the only PREVENTIVE of Consumption.

It gives vitality to the insufficient bodily or mental growth of children, prevents fretfulness, and gives quiet, rest and sleep. It gives a better disposition to infants and children, as it promotes good health to brain and body.

Composed of the vital or nerve-giving principles of the Ox Brain and Wheat Germ. Physicians have prescribed 500,000 Packages. For sale by Druggists or by mail, \$1.00.

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## PARKER'S HAIR BALSAM.



This elegant dressing is preferred by those who have used it, to any similar article, on account of its superior cleanliness and purity. It contains materials only that are beneficial to the scalp and hair and always  
Restores the Youthful Color to Grey or Faded Hair  
Parker's Hair Balsam is finely perfumed and is warranted to prevent falling of the hair and to remove dandruff and itching. HISCOK & CO., N.Y.  
50c. and \$1 sizes, at dealers in drugs and medicines.

## PARKER'S GINGER TONIC

A Superlative Health and Strength Restorer.  
If you are a mechanic or farmer, worn out with overwork, or a mother run down by family or household duties try PARKER'S GINGER TONIC.

If you are a lawyer, minister or business man exhausted by mental strain or anxious cares, do not take intoxicating stimulants, but use Parker's Ginger Tonic. If you have Consumption, Rheumatism, Kidney Complaints, or any disorder of the lungs, stomach, bowels, blood or nerves, PARKER'S GINGER TONIC will cure you. It is the Greatest Blood Purifier and the Best and Surest Cough Cure Ever Used.

If you are wasting away from age, dissipation or any disease or weakness and require a stimulant take GINGER TONIC at once; it will invigorate and build you up from the first dose but will never intoxicate. It has saved hundreds of lives; it may save yours.

CAUTION!—Refuse all substitutes. Parker's Ginger Tonic is composed of the best remedial agents in the world, and is entirely different from preparations of ginger alone. Send for circular to Hiscok & Co., N. Y. 50c. & \$1 sizes, at dealers in drugs.

GREAT SAVING BUYING DOLLAR SIZE.

## FLORESTON

Its rich and lasting fragrance has made this delightful perfume exceedingly popular. There is nothing like it. Insist upon having FLORESTON COLOGNE and look for signature of

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on every bottle. Any drug, or dealer in perfume can supply you. 25 and 50 cent. sizes.

LARGE SAVING BUYING 75c. SIZE.

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## PATENT READY WOUND BOBBINS

For Shuttle Sewing Machines  
Any Number, 50 to 100, White and Black.



For Sale by all Sewing Machine Agents  
Send Twelve Cents in Stamps, Name of Machine, and number of thread for sample box, containing one spool, 200 yds. best size cord thread and one box bobbins of 200 yds.

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## AUTOMATIC Eye Glass Holder

winds up cord itself. "A" shows position of glasses reeled up. No breaking of glasses; very handy. Sold by Opticians. By mail 25 cents.

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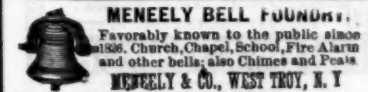
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### McSHANE BELL FOUNDRY.

Manufacture those Celebrated Chimes and Bells for CHURCHES, ACADEMIES, etc. Price list and Circulars sent free.

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MENEELY & CO., WEST TROY, N. Y.

## Clinton H. Meneely Bell Company, TROY, N. Y.

Manufacture a superior quality of Bells. Special attention given to CHURCH AND SCHOOL BELLS. Illustrated Catalogue sent free to all purchasers.

## Publisher's Department.

Among the new announcements of Houghton, Mifflin & Co., Boston, are the following gems of recent literature: "Ballads and Lyrics," selected by Henry Cabot Lodge, which is a very attractive collection of about one hundred and fifty standard ballads and lyrics. They are, in most cases, placed in chronological order, beginning with "Chevy Chase," and following on down the long line of English and American poets to the present day. "American Prose" is another valuable book. It is a volume of entire stories, sketches and essays from the works of Hawthorne, Irving, Longfellow, Whittier, Holmes, Lowell, Thoreau, and Emerson with introductions and notes. "American Classics for Schools" is published in two volumes, one upon Longfellow and one upon Hawthorne. Each is rich in selections from the authors suitable for school use, and a biographical sketch of the author, with notes explaining historical and personal allusions and illustrations. The new volume of "American Poems" has selections of entire poems from the pen of Longfellow, Whittier, Bryant, Holmes, and Emerson, with biographical sketch, personal and historical notes. "Poetry for Children" is a delightful book of the best short poems in English and American literature. It has been carefully edited by Dr. Samuel Eliot, who has spared no pains to have it well suited to childish grades. The book is illustrated by sixty original designs by the best artists.

Charles Scribner's Sons, of New York, have issued a valuable text-book in their Geographical Reader and Primer. It represents the subject of geography in both an attractive and scientific form for very young students. It is made up of two parts, the first of which is a reader of the advanced third reader grade. It consists of a series of unique readings, which describe a journey round the world. It serves as supplementary reader and as a basis for oral lessons in geography. The second part includes sixteen pages of finely colored and printed maps, and it is a primer of lessons in geography, adapted so as to be quickly understood by beginners. The book is, as a whole, a skillful arrangement of lessons, exercises, and reviews, being a First Book in Geography and much more beside.

The Teachers' Provident Association of the United States is an institution which affords aid upon safe business principles to all teachers of the educational profession generally. It is a cheap and safe insurance for teachers, which offers the opportunities of co-operation to teachers and their families as the many thousands of laboring men's associations do to members of their respective fraternities. The President of the Teachers' Provident Association is E. O. Hovey, principal of the Newark, N. J. High School, and the Vice President, Norman A. Calkins, Asst. Supt. of N. Y. City Public Schools. A prospectus will be mailed to any address upon application to Arthur Cooper, Business Manager, 47 Grand street, New York City, who, it may be added, is well known to thousands of teachers as an energetic, reliable, and courteous gentleman; he has given his time to the interests of the Association, and will make it a success if it depends on him.

AN INTERESTING BUSINESS.—There is now established in New York City a school-book exchange, by Messrs. Van Winkle & Weedon, at No. 90 Chambers Street. It is well known that sudden and frequent changes, for several causes, are made in the text-books used in our schools. Dealers often find an accumulation of school-books upon their shelves of very uncertain sale. They can now forward to this firm, a full list of such books, giving copyright dates, statement of condition, and also a complete list of what books you can use. An offer will be made you of money, school-books, or of books from the catalogue of standard and miscellaneous books they carry in stock. Teachers, who often receive from publishers sample copies of new school books, have the benefit of the exchange offered them. And young people, who have numbers of useless (to them) school books, can lay the foundation row of a library, that in later years they will prize above all their other possessions. The firm are experienced and reliable men, and those who establish relationship with them are sure to be abundantly benefited thereby.

## COLDEN'S

# Liquid Beef Tonic.

This preparation, consisting of the Extract of Beef (prepared by Baron Liebig's process), the very best Brandy that can be obtained, soluble Citrate of Iron, Cinchona, and simple Bitter Tonics, is presented to the world for a trial of its claims. There are several preparations purporting to contain some of the above-named components, but the high cost of manufacture and the consequent reduction of profit, have caused the manufacturers to allow many such to deteriorate by the use of impure and cheap materials.

Physicians of large experience are growing to realize more and more fully the importance of preparing in accordance with the principles of dietetics the waste which disease entails; and those physicians are most successful in practice who recognize the fact, that the true use of drugs is to restore to normal function the process of nutrition, on which life and health depend; and it has been a desideratum to obtain a preparation which could be given with a certainty of benefit.

We therefore present COLDEN'S LIQUID BEEF TONIC to the profession with a confidence inspired by a knowledge of its universal application in disease, and guarantee its purity and perfect assimilability.

We believe a trial will convince all—as it has already convinced many—that it is an invaluable aid to the physician.

Its benefit is particularly marked in lowered states of the system, such as simple Anæmia, and that resulting from malarial poison, in chlorosis, spinal irritation, mental and nervous debility of over-worked business men, and especially in convalescence from protracted diseases. Its simple bitter principles act directly on the sentient gastric nerves, stimulating the follicles to secretion, and giving to weakened individuals that first prerequisite to improvement—an appetite. The Cinchona which it contains makes it indispensable in the treatment of the results of malarial disease, whilst its iron is a direct blood food, and its alcohol acts in the double capacity of assisting the local effect of the simple bitters upon the gastric mucous membranes, and also as a direct nervous stimulant.

It will thus appear that, unlike any preparation ever before offered, it combines properties of the utmost value in the treatment of such conditions as have been spoken of in this article. It is truly stimulant, tonic, nutrient, and hæmatogenic, and is so palatable and digestible that the most sensitive palate and stomach will not reject it.

N. B.—COLDEN'S LIQUID BEEF TONIC is sold by Druggists generally in pint bottles. In ordering our article, persons should be particular to mention "COLDEN'S." To guard against imitation, see fac-simile of T. COLDEN on bottle-label.

C. N. CRITTENTON, General Agent.

115 Fulton Street, New York.

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are the best and cheapest system known for conducting schools in good, quiet order. Each set contains 150 pretty Chromo Credit Cards, 50 beautiful Chromo Merit Cards, and 12 elegant, fine large Chromo Excelsior Book Mark Motto Cards, bearing large pretty flowers, and fine Scripture Mottoes, price per set, \$1. Reward Cards No. 1, pretty flowers and roses, prices per dozen, 5 cents. No. 2, fine flowers, birds, mottoes, etc., 6c. No. 3, landscape designs, animals, birds, etc., 8c. No. 4, pretty flowers, roses, lilies, etc., 8c. No. 5, fine variety of flowers in full bloom, 10c. No. 6, blooming roses, flowers, lilies, pansies, etc., on fine gold card, 12c. No. 7, lovely hand bouquet designs of beautiful flowers, 15c. No. 8, large sizes, elegant variety of beautiful flowers, on fine tinted card, 30c. No. 9, large pretty full blooming moss roses on fine gold card, 25c. No. 11, beautiful designs of prettiest flowers, on fine tinted card, 50c. No. 12, lovely collection of prettiest flowers, neatly displayed from a pretty basket, on fine tinted card, 50c. Pretty Scripture Book Marks, bearing fine large flowers, and Scripture Mottoes, suitable for scholars of any age or sex, 50c. Map Cards, bearing correct map of United States, 40c. Excelsior Chromo Book Mark Cards, 50c. Chromo Merit Cards, 20c. Chromo Credit Cards, 8c. Samples of all our cards, 12c. All postpaid by mail; postage stamps taken. Please send us a trial order.—Address, PHOENIX PUBLISHING CO., Warren, Pa.

To conclude; this is not a new preparation, but one whose merits have been long acknowledged.

In a report of the celebrated physician, SIR ERASMUS WILSON, of London, he says: "Several cases of incipient consumption have come under my observation that have been cured by a timely use of LIEBIG'S BEEF TONIC (COLDEN'S)."

We are in receipt of several hundred such commendations, but prefer, instead of introducing them here, to merely append an official analysis of the preparation, made by an eminent London chemist:

The following is a correct analysis of COLDEN'S LIQUID BEEF TONIC, perfected 3d January, 1868. I obtained the samples indiscriminately from the Company's Warehouse, Lower Thames Street, London, E. C. I find this preparation contains:

20 per cent. saccharine matter. . . . .	20
25 per cent. glutinous or nutritious matter obtained in the condensation of the beef. . . . .	25
25 per cent. spirit rendered non-injurious to the most delicate stomach. . . . .	25
400 of the above. . . . .	25
30 per cent. of aqueous solution of several herbs and roots, among which are most discernible Peruvian and Calisaya Barks. . . . .	30
Total. . . . .	100

I have had the process explained by which the beef in this preparation is preserved and rendered soluble by the brandy employed, and I am satisfied this combination will prove a valuable adjunct to our pharmacopœia.

Signed, ARTHUR HILL HASSALL, M.D., F.R.S.,

President of the Royal Analytical Ass., London,

RUSSELL SQUARE, London, W. C. 3d January, 1868.

Since the date of the above analysis, and by the urgent request of several eminent members of the medical profession, I have added to each wineglassful of this preparation two grains of SOLUBLE CITRATE OF IRON.

T. COLDEN.

## THE CHICKERING PIANO.

THE HIGHEST AWARDS were granted our PIANOS in the Great World's Fair in London, 1851; at the Great Exposition in Paris, 1867; at the International Exposition in Chili, 1875; and at the grand Centennial Exhibition in Philadelphia, 1876.

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**ALEXANDRIA.**—Previous to the troubles which caused the Europeans to flee from Egypt the city had a population of about 215,000, nearly fifty thousand of whom were Europeans. The city lies on the Mediterranean, near the mouth of the westernmost arm of the delta of the Nile. It is an isthmus and on each side is a good harbor. It is connected with Mensoora and the Suez Canal by railroad and with Cairo by rail, canal and river. In its newer portion Alexandria had the appearance of an European city. It was lighted with gas and supplied with water from the Nile. Among the prominent buildings were the palace of the Khedive at Ras el Tin, the large naval arsenal, the naval and military hospitals, the custom house, Tribunal of Commerce, Italian College and the various schools. Alexandria was founded by Alexander the Great in 332 B.C. It became the center of learning, and schools of Grecian philosophy flourished there. Magnificent monuments were erected, among them the Pharos, the Museum and the Temple of Serapis. Julius Caesar took the city in 48 B.C., and it began a new season of prosperity, continuing till Constantinople arose. The Persians captured the city in 616, and yielded it to the Arabs in 641. From this time it rapidly decayed. Cairo took its place as the chief city of Egypt.

A FRENCH officer said to a Swiss colonel, "How is it that your countrymen always fight for money, while we French always fight for honor?" The Swiss shrugged his shoulders, and replied, "I suppose it is because people are apt to fight for that which they need most."

A FEW days ago a Georgian politician went to Washington in search of an office. Deceived by the flattering promises held out to him he telegraphed home: "Things are working. Will be home in a few days." Not long afterward he again telegraphed home. This time the dispatch read as follows: "Things have worked. Send me \$25 to get home."

A RECENTLY propounded conundrum by a member of the Lower House of Parliament: "What is the difference between the House of Commons and the House of Lords?" Answer: "One has ability; the other nobility."

AN exchange says that a certain clergyman preached a sermon on the national sin, and the next day there was a universal exchange of umbrellas by persons who had been to hear the sermon.

IF there is, says the Springfield News, anything more than another which tends towards the rapid disorganization of an assembly of ladies, it is the appearance of a good-sized mouse.

SOME people don't understand why comets should have envelopes. They must consider that comets have to correspond with the laws of the solar system.

"WHAT is that, mother?" "It is the legislature, my child?" "What does it do, mother?" "It repeals acts passed by the former legislature, my child."

A SAN FRANCISCO man has been arrested for deceiving a widow. While his crime is to be abhorred, it must be admitted that his genius commands admiration.

WHEN a girl has been at school seven years, and spells vacinate "vaxinate," is it the fault of the school system or of the girl's system?

ONCE in a while a clergyman writes with a pen in his hand, but Robert Collyer is reported as writing "with a box of cigars at his elbow."

THE difference between a "bad cent and a demolished apple" is that one's good for naught and the other's gnawed for good.

WHY will the postage stamp never become familiar with the alphabet? Because it always gets stuck on a letter.

## A PROFESSIONAL CONFESSION.

THE UNUSUAL EXPERIENCE OF A PROMINENT MAN MADE PUBLIC.

The following article from the *Democrat and Chronicle* of Rochester, N. Y., is of so striking a nature, and emanates from so reliable a source, that it is herewith republished entire. In addition to the valuable matter it contains, it will be found exceedingly interesting:

To the Editor of the *Democrat and Chronicle*:

Sir—My motives for the publication of the most unusual statements which follow are, first, gratitude for the fact that I have been saved from a most horrible death, and, secondly, a desire to warn all who read this statement against some of the most deceptive influences by which they have ever been surrounded. It is a fact that to-day thousands of people are within a foot of the grave, and they do not know it. To tell how I was caught away from just this position, and to warn others against nearing it, are my objects in this communication.

On the first day of June, 1881, I lay at my residence in this city surrounded by my friends, and waiting for my death. Heaven only knows the agony I then endured, for words can never describe it. And yet a few years previous, any one had told me that I was to be brought so low, and by so terrible a disease, I should have scoffed at the idea. I had always been uncommonly strong and healthy, had weighed over two hundred pounds, and hardly knew, in my own experiences, what pain or sickness were. Very many people who will read this statement realize at times that they are unusually tired, and cannot account for it. They feel dull and indefinite pains in various parts of the body, and do not understand it. Or they are exceedingly hungry one day, and entirely without appetite the next. This was just the way I felt when the relentless malady had fastened itself upon me first began. Still I thought it was nothing; that probably I had taken a cold which would soon pass away. Shortly after this I noticed a dull, and at times a neuralgic pain in my head, but as it would come one day and be gone the next, I paid but little attention to it. However, my stomach was out of order and my food often failed to digest, causing at times great inconvenience. Yet I had no idea, even as a physician, that these things meant anything serious or that a monstrous disease was becoming fixed upon me. Candidly, I thought I was suffering from malaria, and so doctored myself accordingly. But I got no better. I next noticed a peculiar color and odor about the fluids I was passing—also that there were large quantities one day, and very little the next, and that a persistent froth and scum appeared upon the surface, and a sediment settled in the bottom. And yet I did not realize my danger, for, indeed, seeing these symptoms continually, I finally became accustomed to them, and my suspicion was wholly disarmed by the fact that I had no pain in the affected organs, or in their vicinity. Why I should have been so blind I cannot understand.

There is a terrible future for all physical neglect, and impending danger always brings a person to his senses, even though it may then be too late. I realized, at last, my critical condition, and aroused myself to overcome it. And oh! how hard I tried! I consulted the best medical skill in the land. I visited all the prominent mineral springs in America, and traveled from Maine to California. Still I grew worse. No two physicians agreed as to my malady. One said I was troubled with spinal irritation; another, nervous prostration; another, malaria; another, dyspepsia; another, heart disease; another, general debility; another, congestion of the base of the brain; and so on through a long list of common diseases, the symptoms of all of which I really had. In this way, several years passed, during all of which time I was steadily growing worse. My condition had really become pitiable. The slight symptoms I at first experienced were developed into terrible and constant disorders—the little twigs of pain had grown to oaks of agony. My weight had been reduced from 207 to 130 pounds. My life was a torture to myself and friends. I could retain no food upon my stomach, and lived wholly by injections. I was a living mass of pain. My pulse was uncontrollable. In my agony I frequently fell upon the floor, convulsively clutched the carpet, and prayed for death. Morphine had little or no effect in deadening the pain. For six days and nights I had the death-premonitory hiccoughs constantly.

My urine was filled with tube casts and albumen. I was struggling with Bright's Disease of the Kidneys in its last stages.

While suffering thus I received a call from my pastor, the Rev. Dr. Foote, rector of St. Paul's church, of this city. I felt that it was our last interview, but in the course of conversation he mentioned a remedy of which I had heard much but had never used. Dr. Foote detailed to me the many remarkable cures which had come under his observation, by means of this remedy, and urged me to try it. As a practicing physician and a graduate of the schools, I cherished the prejudice, both natural and common with all regular practitioners, and derided the idea of any medicine outside the regular channels being the least beneficial. So solicitous, however, was Dr. Foote that I finally promised I would waive my prejudice and try the remedy he so highly recommended. I began its use on the 1st day of June and took it according to directions. At first it sickened me; but this I thought was a good sign for me in my debilitated condition. I continued to take it; the sickening sensation departed, and I was able to retain food upon my stomach. In a few days I noticed a decided change for the better, as also did my wife and friends. My hiccoughs ceased, and I experienced less pain than formerly. I was so rejoiced at this improved condition that, upon what I had believed but a few days before was my dying bed, I vowed, in the presence of my family and friends, should I recover I would both publicly and privately make known this remedy for the good of humanity, wherever and whenever I had a opportunity. I also determined that I would give a course of lectures in the Corinthian Academy of Music of this city, stating in full the symptoms and almost hopelessness of my disease, and the remarkable means by which I have been saved. My improvement was constant from that time, and in less than three months I had gained 26 pounds in flesh, became entirely free from pain, and I believe I owe my life and present condition wholly to Warner's Safe Kidney and Liver Cure, the remedy which I used.

Since my recovery I have thoroughly re-investigated the subject of kidney difficulties and Bright's disease, and the truths developed are astounding. I therefore state, deliberately, and as a physician, that I believe that more than one half the deaths which occur in America are caused by Bright's disease of the kidneys. This may sound like a rash statement, but I am prepared to fully verify it. Bright's disease has no distinctive symptoms of its own (indeed, it often develops without any pain whatever in the kidneys or their vicinity,) but has the symptoms of nearly every other known complaint. Hundreds of people die daily, whose burials are authorized by a physician's certificate of "Heart disease," "Apoplexy," "Paralysis," "Spinal complaint," "Rheumatism," "Pneumonia" and other common complaints, when in reality it was Bright's disease of the kidneys. Few physicians, and fewer people, realize the extent of this disease or its dangerous and insidious nature. It steals into the system like a thief, manifests its presence by the commonest symptoms, and fastens itself upon the constitution before the victim is aware. It is nearly as hereditary as consumption, quite as common and fully as fatal. Entire families, inheriting it from their ancestors, have died, and yet none of the number knew or realized the mysterious power which was removing them. Instead of common symptoms it often shows none whatever, but brings death suddenly, and as such is usually supposed to be heart disease. As one who has suffered, and knows by bitter experience what he says, I implore every one who reads these words not to neglect the slightest symptoms of kidney difficulty. Certain agony and possible death will be the sure result of such neglect, and no one can afford to hazard such chances.

I am aware that such an unequalled statement as this, coming from me, known as I am throughout the entire land as a practitioner and lecturer, will arouse the surprise and possible animosity of the medical profession and astonish all with whom I am acquainted, but I make the foregoing statements based upon facts which I am prepared to produce and truths which I can substantiate to the letter. The welfare of those who may possibly be sufferers such as I was, is an ample inducement for me to take the step I have, and if I can successfully warn others from the dangerous path in which I once walked, I am willing to endure all professional and personal consequences.

J. B. HENION, M.D.

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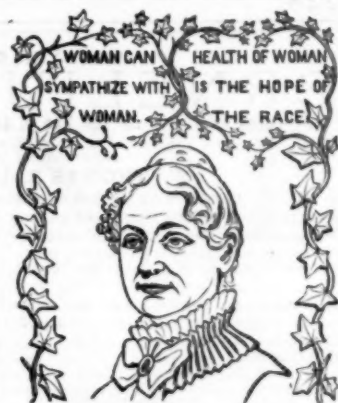
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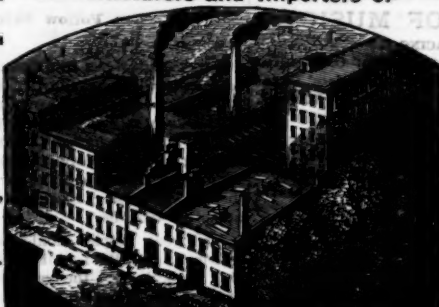
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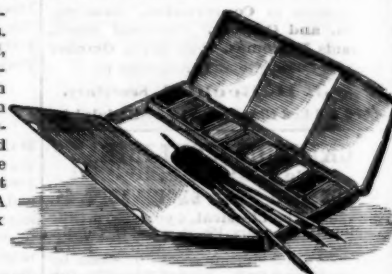
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